

Student, Staff, and Parent Perceptions of School Facilities in California

California School Climate, Health, and
Learning Surveys: 2015/16 to 2021/22

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January 2023

CN210207

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Suggested citation: Hanson, T. (2023). Student, staff, and parent perceptions of school facilities in California: California School Climate, Health, and Learning Surveys, 2015/16 to 2021/22. WestEd.

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Summary

The report is a follow-up to Hanson and Zheng's (2021) analysis of 2018-20 California Healthy Kids Survey (CHKS) and California School Staff Survey (CSSS) data describing student and staff perceptions of the physical environment in their schools. The analyses are updated with 2021/22 student and staff data, as well as never-before-analyzed school facilities survey data collected from parents. The report has three purposes:

- to describe student, staff, and parent perceptions of the school physical environment in the 2021/22 academic year – the most recent year after school buildings were closed due to the pandemic,
- to describe trends in student, staff, and parent perceptions of school facilities between 2015/16 and 2021/22, and
- to examine how student, staff, and parents reports of the quality of the school physical environment are related to demographic, disciplinary, academic performance, and other school climate characteristics of schools.

The results are consistent with those reported in 2021. The vast majority of elementary students, school staff, and parents reported that their schools are well-maintained (76-86%) and a significant plurality of secondary students rated their school facilities highly (38-41%). Most students did not report that classroom crowding interferes with learning, although about 16 percent of students did report this problem. Secondary student ratings of facilities declined since 2015/16 across all grades, with particularly steep declines in 2021/22. Among staff and parents, ratings of the quality of school facilities held steady between 2015/16 and 2021/22, with the exception of fairly large declines reported by staff in high schools between 2019/20 and 2021/22 (from 33% to 28%). Finally, although a plurality of students reported that their school facilities are in good condition, there was substantial variation in ratings across schools, and this variation tracks the racial and socio-economic disparities present in the educational system. Ratings of the quality of school facilities were lowest in schools with greater percentages of African American and Latinx students, schools with greater percentages of students eligible for free/reduced-price meals, and schools with lower percentages of Asian and white students. Moreover, schools with lower-rated facilities exhibited lower levels of academic performance, school safety, availability of school supports, and pupil engagement. They also exhibited higher chronic absentee rates, higher suspensions rates, and higher levels of student-, staff-, and parent-reported violence victimization and disorder. Overall, student, staff, and parent perceptions of the quality of the school climate mirror other aspects of school climate.

Introduction

The California Department of Education’s (CDE) School Climate, Health, and Learning Surveys (CalSCHLS) are comprised of three interrelated surveys: the elementary and secondary California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS). The survey system was designed to assess every domain of school climate identified by the US Department of Education, including (a) student engagement and bonding to school; (b) caring and respectful relationships among and between students, staff, and parents; (c) safety and order, and (d) a well-maintained physical environment (Jennings, 2010; O’Malley, Renshaw, Ritchey, & Furlong, 2011). The physical environment is a critical often overlooked aspect of school climate. The physical environment is the physical space of the school, including facility quality and upkeep, ambient noise, density of students, and classroom temperature. These aspects of a school’s physical environment are associated with academic performance and other school climate domains (Evans, 2006; Plank, Bradshaw, & Young, 2009). Students who attend schools that are crowded and/or unkempt and in disrepair report less positive relationships with teachers and other students, lower perceptions of safety, and higher perceptions of social disorder (e.g., fighting, verbal abuse, substance use) at school (Plank et al. 2009, Hanson & Zheng, 2021).

Starting in the 2015/16 academic year, WestEd worked with the CDE Facilities Management Office staff to add to the Secondary CHKS Core Module one question to assess students’ perceptions of the physical environment of their school. Two questions assessing the school physical environment were also retained on the supplementary School Climate Module (SCM). In addition, three other questions were added to the SCM, one that assesses overcrowding in school classrooms and two questions that assess student perceptions of the school lunch schedule. A school facilities question was also added to the CSSS and CSPS in 2015/16, and an item was added to the Elementary CHKS to assess student perceptions of school facilities in 2018/19.

Table 1. CalSCHLS questions used to assess quality of school environment

Survey Item	Survey (Module)	Responses (2021/22)	Schools (2021/22)	Years on Survey
Is your school building neat and clean? (Q15)	Elementary-CHKS	107,535	2,153	2019-2022
My school is usually clean and tidy. (A24)	Secondary-CHKS	557,025	2,193	2016-2022
The schoolyard and buildings are clean and in good condition. (SC39)	Secondary-CHKS ¹	94,496	324	2016-2022
The school grounds are kept clean. (SC43)	Secondary-CHKS ¹	94,376	324	2016-2022
My classroom is so crowded it is hard to concentrate and learn. (SC40)	Secondary-CHKS ¹	94,436	324	2016-2022
I eat my lunch at the right time of day. (SC41)	Secondary-CHKS ¹	96,392	324	2016-2022
I have plenty of time to eat my lunch. (SC42)	Secondary-CHKS ¹	96,743	720	2016-2022
This school has clean and well-maintained facilities and property. (Q29)	CSSS (Staff Survey)	66,551	2,460	2016-2022
This school has clean and well-maintained facilities and properties. (Q21)	CSPS (Parent Survey)	140,199	1,910	2016-2022

Source : Local administration of the CHKS, CSSS, and CSPS.

Notes: ¹ Assessed on the Secondary CHKS School Climate Module only.

Sample

The report has three purposes, each requiring a different set of data. The three purposes are as follows:

1. to describe student, staff, and parent perceptions of the school physical environment in the 2021/22 academic year,
2. to estimate trends in student and staff perceptions of the school physical environment between 2015/16 and 2021/22, and
3. to examine how student, staff, and parent reports of the quality of the school physical environment are related to demographic, disciplinary, academic performance, and other school climate characteristics of schools.

Student and staff perceptions of the school physical environment in 2021-22. The 2021-22 descriptive analyses were based on data collected in 2021/22 via local administration of the Elementary CHKS, Secondary CHKS, CSSS, and CSPS. Approximately 108,000 5th graders from 2,153 schools participated in the Elementary CHKS in 2021/22. About 557,000 secondary students from 2,193 school participated in the Secondary CHKS. The CSSS was administered to 66,551 staff members in 2,460 schools during the same time period, while the CSPS was administered to 140,199 respondents in 1,910 schools.

Unlike the 2021 report (Hanson & Zheng, 2021), the results for middle and high school students are based on aggregated local CHKS data instead of the random sample of schools that participated in the 18th Biennial CHKS. This was because data about school facilities was not collected from most students in 2020/21 because school buildings were closed for instruction and the vast majority of students only attended school remotely. Caution should be taken in interpreting the results because the aggregated local data may not be representative of the state as a whole. However, results from prior years suggest that the aggregated local data tracks closely with the Biennial CHKS data. Inferences regarding the results from the staff and, particularly, the parent surveys should be made with the utmost caution given the selectivity of respondents who participate in those surveys.

Tabular and graphical results are presented showing the frequency distributions of the physical environment questions for students in 5th, 7th, 9th, and 11th grades and staff and parents in traditional elementary, middle, and high schools.

Trends in student, staff, and parent perceptions of the school physical environment. School-level trends in student, staff, and parent perceptions of the quality of school facilities were examined using data collected between 2015/16 and 2021/22 from local administration of the Secondary CHKS, the CSSS, and the CSPS. Secondary CHKS data were collected from 3,122 schools over multiple years during this period. Approximately 3,093 schools participated in the

CSSS and 2,688 schools participated in the CSPS. Because the facilities item was only added to the Elementary CHKS in 2018/19, trends in elementary students' perceptions of school facilities were examined for the 2018/19 to 2021/22 period. CHKS data were collected from 3,000 elementary schools over the 2018/19 to 2021/22 period. Comparable student, staff, and parent data are not available for 2020/21 because of pandemic-related school building closures.

Relationship of student, staff, and parent reports of the quality of the school physical environment to other school characteristics. To examine how student, staff, and parent reports of the quality of the school physical environment are related to other characteristics of schools, data from the 2021/22 local administration of the Elementary CHKS, Secondary CHKS, CSSS, and CSPS were aggregated and merged with demographic, disciplinary, academic performance, and other data distributed by CDE. To simplify presentation, 9th graders were excluded from the analytic sample.

Analytic Strategy

Frequency Distribution of Items

Simple tabulations of each school physical environment item by school grade or school type (elementary, middle, high) were conducted to describe the distribution of item responses for 5th, 7th, 9th, and 11th graders and for staff and parents in elementary, middle, and high schools. Frequency distribution results are presented in tables (Tables 2-4) and in histograms (Figures 1-5).

School Trends in Perceptions of the Quality of School Physical Environments

Trends were examined separately for elementary students, secondary students, staff, and parents. For secondary students, data were further disaggregated for 7th, 9th, and 11th graders. For staff and parents, the results were disaggregated by school type. The sample of schools used for the analysis of respondents' reports of the quality of school facilities included all schools that completed the local CHKS in at least two years between 2015/16 and 2021/22. Fixed-effects regression models were estimated to calculate year-by-year perceptions of school facilities across time. By including fixed effects for schools, the estimates represent average within-school changes in respondents' perceptions of school facilities.

Additional analyses were conducted for subsamples of schools that conducted the surveys annually or participated in the survey at different time intervals. In no case were the results found to differ substantively from the results based on all schools with at least two years of data.

School trends are presented in Figures 6-9.

Relationships of Perceptions of School Facilities to Other School Characteristics.

To ascertain the extent to which student perceptions of the quality of their school’s physical environment are related to other school characteristics, schools were classified into four groups based on the average percentage of respondents selecting the top one or two categories on the items shown in Box 1. Data were aggregated to the school level. For example, in schools serving 7th grade students, the percentage of 7th graders who agreed or strongly agreed on each item was used to classify schools by level (see Box 1). The same procedure was used to classify schools serving 5th graders, 11th graders, school staff, and parents.

Once aggregated at the school level, the CHKS, CSSS, and CSPA datasets were matched with a variety of CDE school-level data sets, including collections of demographic data, chronic absenteeism rate information, expulsion and suspension rate data, graduation and dropout rate data, physical fitness (Fitnessgram) data, and Smarter Balanced test score data. In addition, other CHKS, CSSS, and CSPA data were aggregated at the school level and merged with the school-level physical environment data to examine the extent to which schools with more- and less positive student-reported physical environments differed on other aspects of student-reported school climate. These other aspects of school climate include school safety and violence, school connectedness, caring relationships with staff, exposure to high expectations messages from staff, parent involvement in school, teacher respect, the quality of student peer relationships, chronic sadness, staff collegiality, staff-reported school problems, and parent-reported school characteristics. Tabular results showing the relationship of student, staff, and parent perceptions of the school physical environment to other school characteristics are presented in tables (Tables 5-20) and in bar graphs (Figures 10-67).

Box 1. Classification of Schools by Perceptions of Quality of School Facilities

Elementary CHKS

Q15. Is your school building neat and clean?

- < 55% of students reported most of the time or all of the time (low quality)
- 55-75% of students reported most of the time or all of the time
- 75-88% of students reported most of the time or all of the time
- > 88% of students reported most of the time or all of the time (high quality)

Secondary CHKS

A24. My school is usually clean and tidy.

- < 20% of students reported most of the time or all of the time (low quality)
- 20-45% of students reported most of the time or all of the time
- 45-70% of students reported most of the time or all of the time
- > 70% of students reported most of the time or all of the time (high quality)

Staff CSSS

Q29. This school has clean and well-maintained facilities and property.

- < 10% of staff strongly agreed (low quality)
- 10-30% of staff strongly agreed
- 30-65% of staff strongly agreed
- > 65% of staff strongly agreed (high quality)

Parent CSPS

Q21. This school has clean and well-maintained facilities and property.

- < 15% of staff strongly agreed (low quality)
- 15-30% of staff strongly agreed
- 30-50% of staff strongly agreed
- > 50% of staff strongly agreed (high quality)

Results

Detailed results are provided in the tables and figures that follow. Selected results are briefly highlighted below.

Student, Staff and Parent Reports of the Physical Environment of Schools

Quality of Physical Environment

- The vast majority of elementary students (76%), school staff (79-85%), and parents (77-86%) reported that their schools are well-maintained. Fewer secondary students agreed that their school facilities were well-kept, although between 36% and 42% agreed or strongly agreed that their school is usually clean and tidy, that their schoolyards and buildings are clean and in good condition, and that their school grounds are kept clean (Tables 2 and 3, Figures 1, 2, 4, and 5).
- Although a plurality of students report that their school facilities are in good condition, a non-trivial minority were dissatisfied with the condition of their school facilities. Between 25% and 29% of secondary students disagreed or strongly disagreed on the quality of the physical environment items (Table 2, Figure 2). Approximately 25% of elementary students reported that their school building is neat and clean some of the time or never (Table 2, Figure 1).
- Student, staff, and parent perceptions of the quality of their schools' physical environment varied substantially across schools, particularly for school staff and secondary students.

Classroom Crowding

- Similar to the 2018-20 results (Hanson & Zheng, 2021), most secondary students¹ did not report that classroom crowding is a problem – but still a substantial minority of students perceived that classroom crowding interfered with their learning.
- About 16% of secondary students agreed or strongly agreed that their classrooms are so crowded that it is hard to concentrate and learn, while about 50% of students disagreed or strongly disagreed on this item (Table 2 and Figure 3).

¹ This question was not asked of elementary students. Nor was the set of questions asking about school lunch time.

School Lunch Time

- A plurality of secondary students reported that lunch is served at the right time of day and that there is sufficient time to eat lunch. Between 42% and 54% agreed or strongly agreed on the two lunch time items (Table 4).
- However, significant numbers of secondary students also reported that lunch is not served at the right time of day and that they do not have enough time to eat. Approximately one-fifth of students disagreed or strongly disagreed that lunch was provided at the right time of day, and between 22% and 31% disagreed or strongly disagreed that they had plenty of time to eat their lunch (Table 4).
- Middle school students were more likely to report that they had enough time to eat lunch than students in high schools. Among 7th graders, 54% agreed or strongly agreed that they have enough time to eat lunch, compared to 46% of 9th graders and 42% of 11th graders. Eleventh graders were the least likely to agree that they have adequate time to eat lunch (Table 4).

Trends in Student, Staff, and Parent Reports of the Quality of School Facilities

Quality of Physical Environment

- Secondary student perceptions of the quality of school facilities declined since 2015/16 across all grades, with particularly steep declines in 2021/22, the year after most students in the state participated in school remotely due to the pandemic (Figure 7).
- Among staff and parents, ratings of the quality of school facilities held steady between 2015/16 and 2021/22, with the exception of fairly large declines between 2019/20 and 2021/22 among staff in high schools (from 33% to 28%) (Figure 8).
- Little change was evident that elementary student perceptions changed between 2018/19 and 2021/22.

Relationship of Perceptions of School Physical Environment to Other School Characteristics

- Whether reported by elementary students, secondary students, school staff, or parents – school variation in perceptions of the quality of school facilities mirror the racial and socio-economic disparities in the educational system. Lower-rated schools have greater percentages of students eligible for free/reduced-price meals, greater percentages of African American and Latinx students, and lower percentages of Asian and white students than higher-rated schools (Tables 5, 8, 12, 17; Figures 11-13, 26-28, 39-41, 58).

- School chronic absentee rates, expulsion rates, and suspension rates are substantially higher in schools with lower-rated physical environments than in schools with higher-rated physical environments (Tables 6, 9, 13, 18; Figures 14, 29, 30, 42, 43, 59, 60).
- High school graduation rates increase and dropout rates decrease as staff perceptions of the quality of their school's physical environments increase (Table 9). Student and parent perceptions of school facilities are not consistently related to graduation and dropout rates (Table 6, 13, 18).
- Student, staff, and parent perceptions of the quality of their schools' physical environment are strongly and consistently related to student achievement. Both English language arts and math scores are highest in schools with higher rated physical environments and decrease in a stepwise fashion as reported school environmental quality goes down (Tables 6, 9, 13, 18; Figures 15, 16, 31, 32, 44, 45, 61, 62).
- Student and staff perceptions of the quality of their schools' physical environment are also strongly related to students' physical fitness levels, as assessed by the Fitnessgram. Fitness scores are highest in schools with higher-rated physical environments and decrease as reported school environmental quality goes down (Tables 6, 9, 13; Figure 17).
- School safety, school connectedness, adult-student caring relationships, high expectations messages from staff, positive relationships with peers, and promotion of parent involvement are all related to perceptions of school environmental quality in expected ways – the higher the percentage of students, staff, and parents who rate their school building and grounds positively, the higher the percentage of students, staff, and parents who report high levels on these factors (Tables 7, 10, 14, 15, 19, 20; Figures 18-24, 33-37, 48, 49, 52-54, 63-64, 67-69).
- Not only are ratings of school facilities associated with student perceptions of school climate, staff in higher-rated facilities report a more positive work environment and greater collegiality among peers (Table 14; Figure 46, 47) and parents of students in higher-rated facilities report higher levels of school promotion of parent involvement, school communication, and parent involvement (Table 19, Figures 63-64).

Student and Staff Reports of School Facilities – Tabular and Graphical Results

Table 2. CHKS questions used to assess quality of school environment (student)

Survey Item	Grade 5	Grade 7	Grade 9	Grade 11
Is your school building neat and clean?				
No, never	3.7%	--	--	--
Yes, some of the time	21.2	--	--	--
Yes, most of the time	47.3	--	--	--
Yes, all of the time	27.8	--	--	--
My school is usually clean and tidy				
Strongly disagree	--	7.6%	8.3%	9.1%
Disagree	--	17.3	18.9	20.2
Neither disagree nor agree	--	34.6	34.5	31.5
Agree	--	33.0	32.4	33.4
Strongly agree	--	7.6	5.9	5.8
The schoolyard and buildings are clean and in good condition ¹				
Strongly disagree	--	6.8%	7.4%	8.5%
Disagree	--	11.8	12.5	13.8
Neither disagree nor agree	--	35.3	38.9	36.0
Agree	--	32.9	32.3	33.2
Strongly agree	--	13.2	8.9	8.6
The school grounds are kept clean ¹				
Strongly disagree	--	8.1%	8.2%	8.9%
Disagree	--	14.6	14.6	15.3
Neither disagree nor agree	--	34.4	38.9	35.8
Agree	--	30.9	31.5	33.1
Strongly agree	--	10.0	6.9	6.9
My classroom is so crowded it is hard to concentrate and learn ¹				
Strongly disagree	--	16.3%	12.6%	13.9%
Disagree	--	34.1	34.7	35.9
Neither disagree nor agree	--	33.1	36.3	34.3
Agree	--	11.3	12.1	11.7
Strongly agree	--	5.3	4.4	4.2

Source: Local administration of the CHKS (2021/22).

Notes: ¹ Assessed on the Secondary CHKS School Climate Module only (local CHKS).

Table 3. CSSS and CSPS question used to assess quality of school environment (staff and parent)

Survey Item	Elementary	Middle	High
This school has clean and well-maintained facilities and property (staff)			
Strongly disagree	3.2%	3.9%	5.6%
Disagree	11.7	13.5	15.8
Agree	44.7	48.4	49.0
Strongly agree	40.4	34.2	29.7
This school has clean and well-maintained facilities and properties (parent)			
Strongly disagree	1.4%	2.8%	3.2%
Disagree	4.6	7.4	9.0
Agree	44.8	50.8	52.0
Strongly Agree	41.6	26.6	25.5
Don't know/NA	7.6	12.5	10.4

Source: Local administration of the CSSS and CSPS (2021/22).

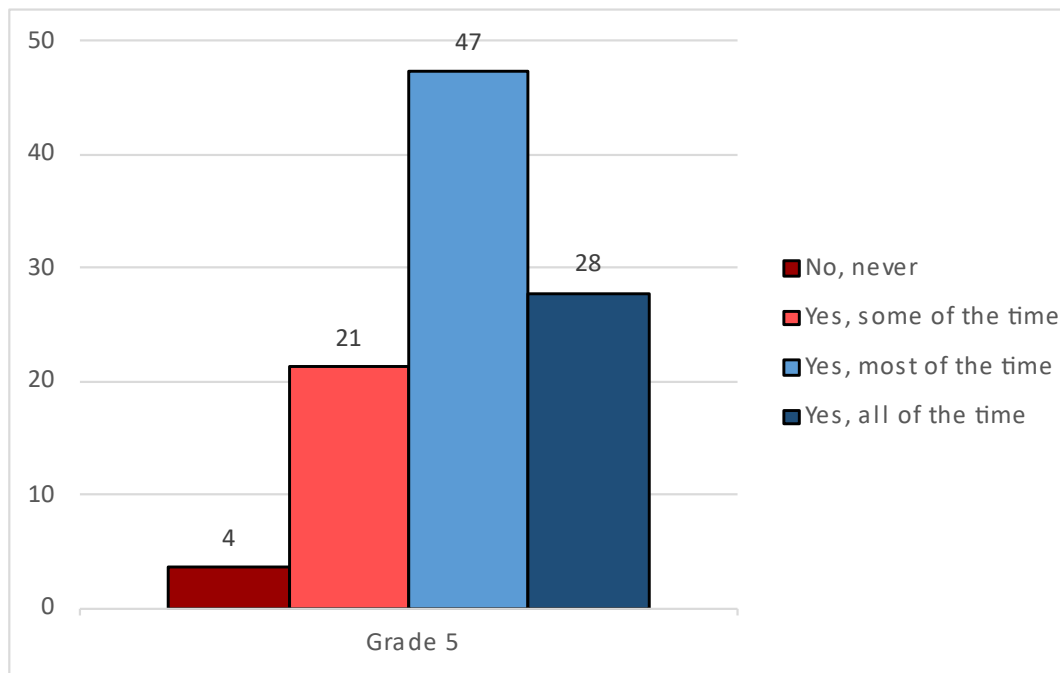
Table 4. CHKS questions used to assess meal time at school (student)

Survey Item	Grade 7	Grade 9	Grade 11
I eat my lunch at the right time of day¹			
Strongly disagree	9.6%	9.4%	9.4%
Disagree	9.5	9.9	10.6
Neither disagree nor agree	28.3	32.9	32.5
Agree	35.5	36.7	37.6
Strongly agree	17.1	11.1	10.0
I have plenty of time to eat my lunch¹			
Strongly disagree	9.3%	11.5%	13.9%
Disagree	12.3	15.3	17.9
Neither disagree nor agree	24.5	27.2	26.1
Agree	37.7	35.7	33.7
Strongly agree	16.2	10.4	8.4

Source: Local administration of the CHKS (2021/22).

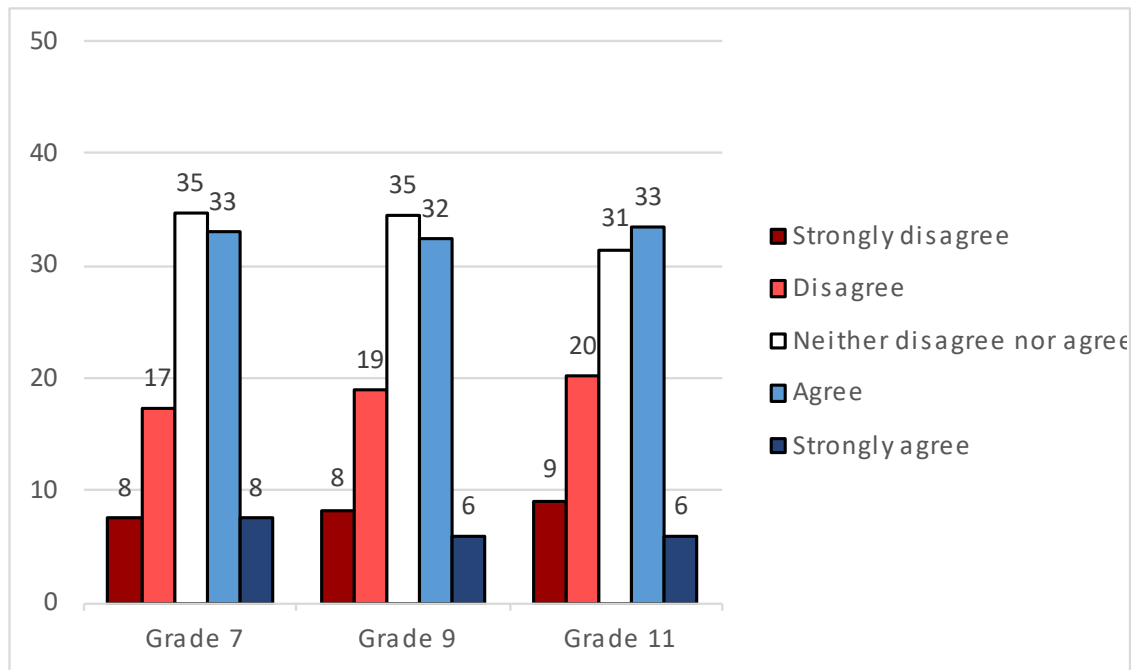
Notes: ¹ Assessed on the Secondary CHKS School Climate Module only (local CHKS).

Figure 1. School building neat and clean (elementary student)



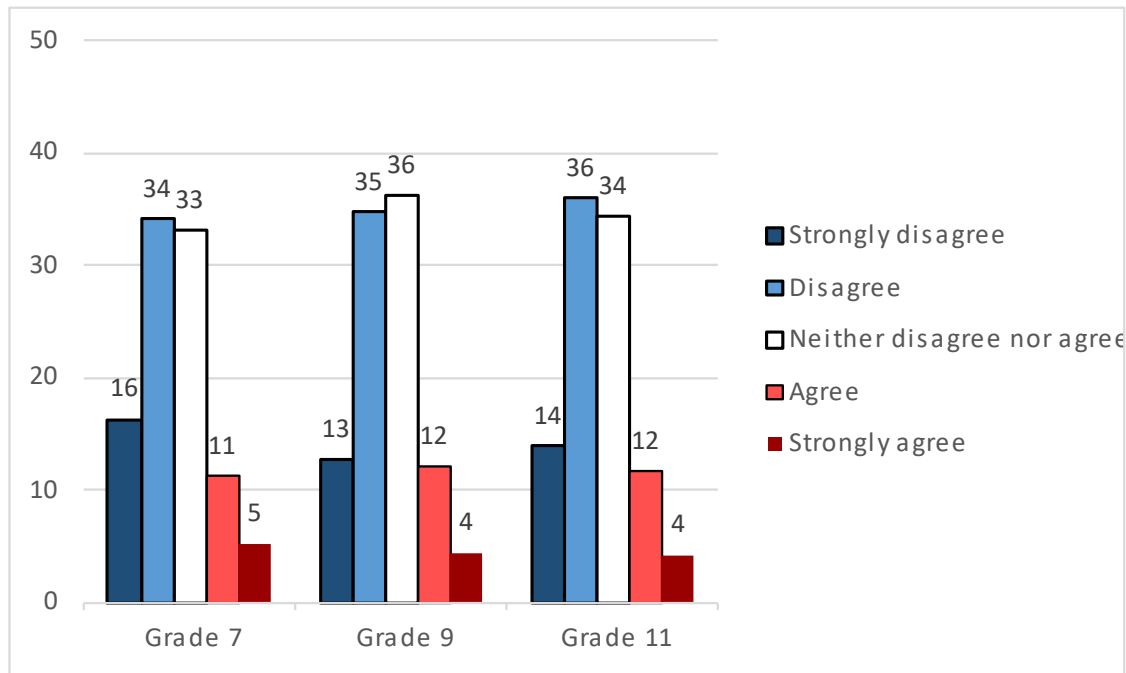
Source: Local administration of Elementary CHKS (2021/22).

Figure 2. School usually clean and tidy (secondary student)



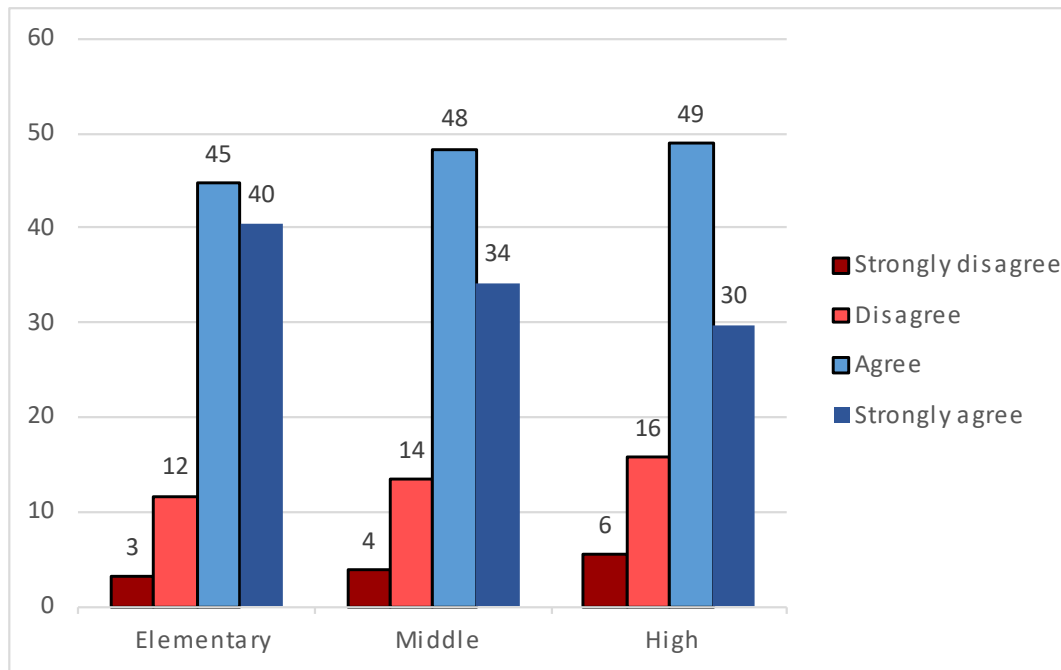
Source: Biennial Local administration of Secondary CHKS (2021/22).

Figure 3. Classroom crowding (secondary student)



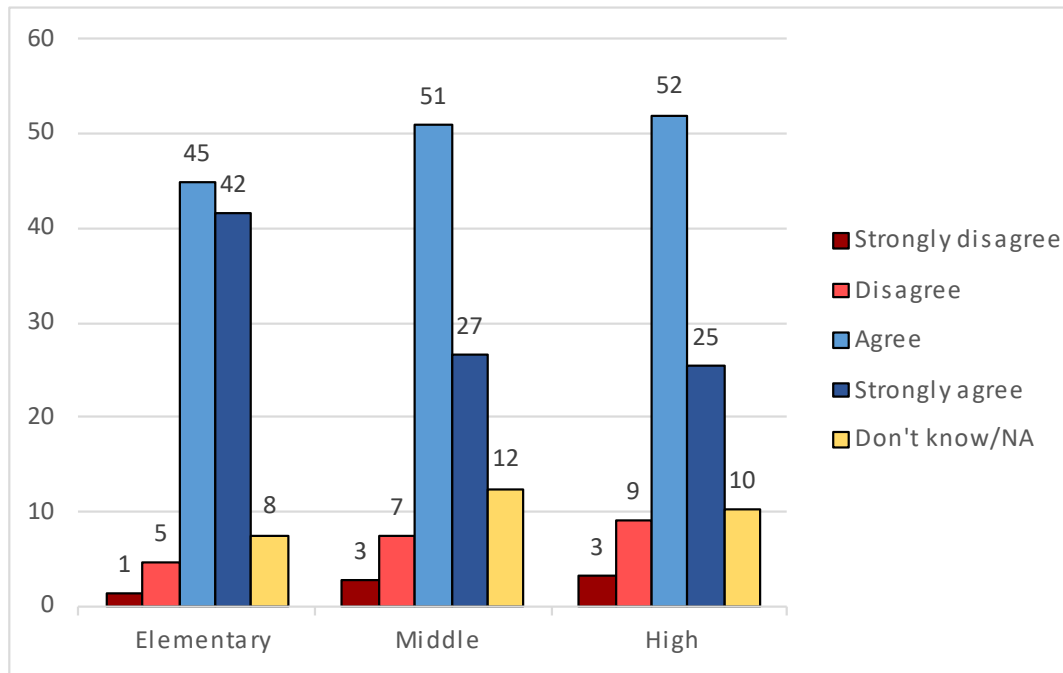
Source: Local administration of the Secondary CHKS school climate module (2021/22).

Figure 4. School has clean and well-maintained facilities and property (staff)



Source: Local administration of the CSSS (2021/22).

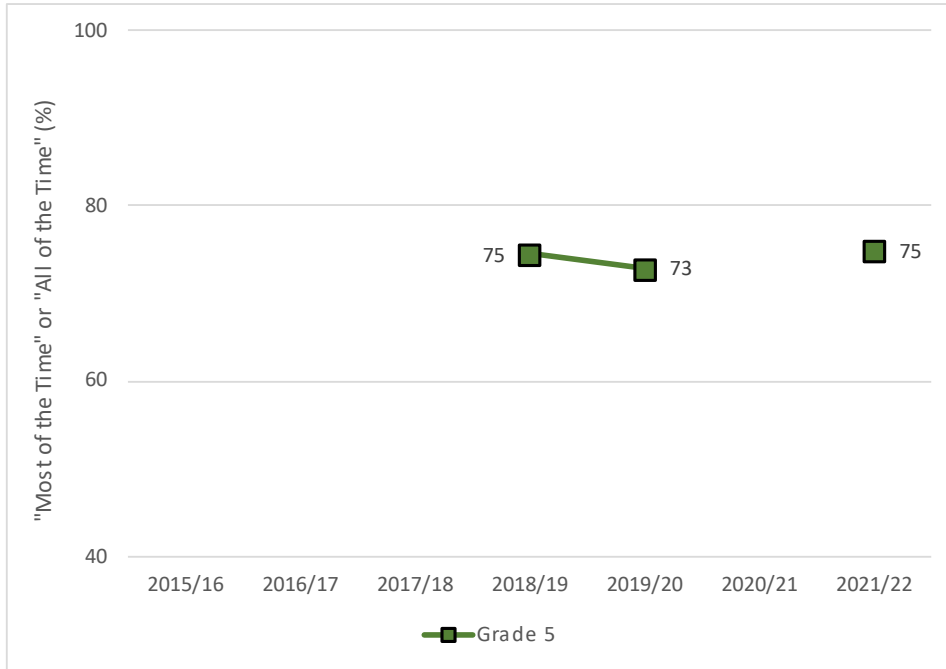
Figure 5. School has clean and well-maintained facilities and property (parent)



Source: Local administration of the CSPS (2021/22).

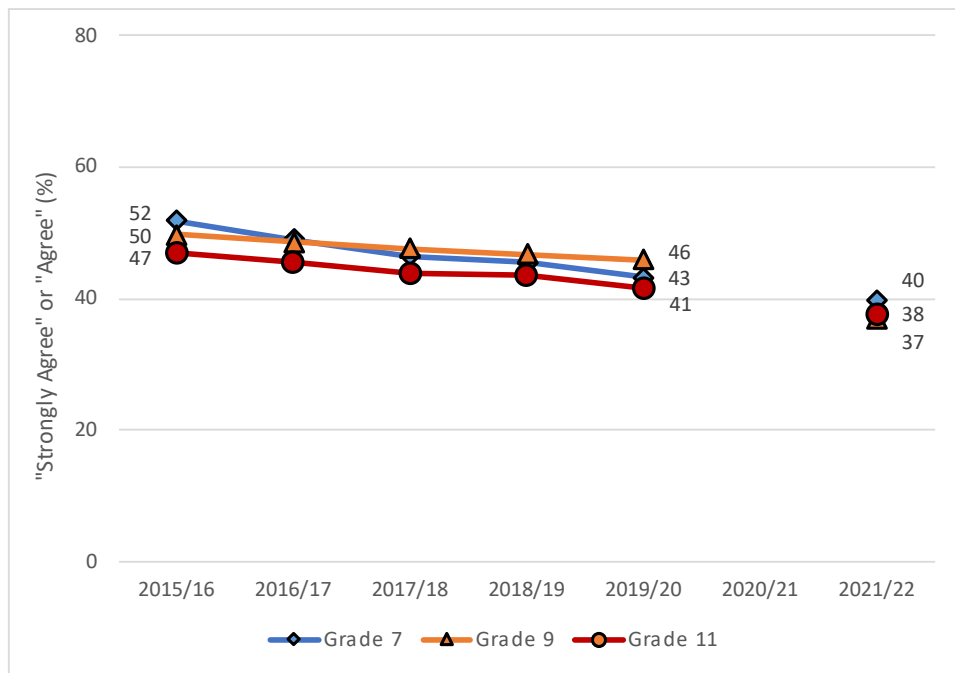
Trends in Perceptions of the Quality of School Facilities – Graphical Results

Figure 6. Trends in perceptions of quality of school facilities (elementary students)



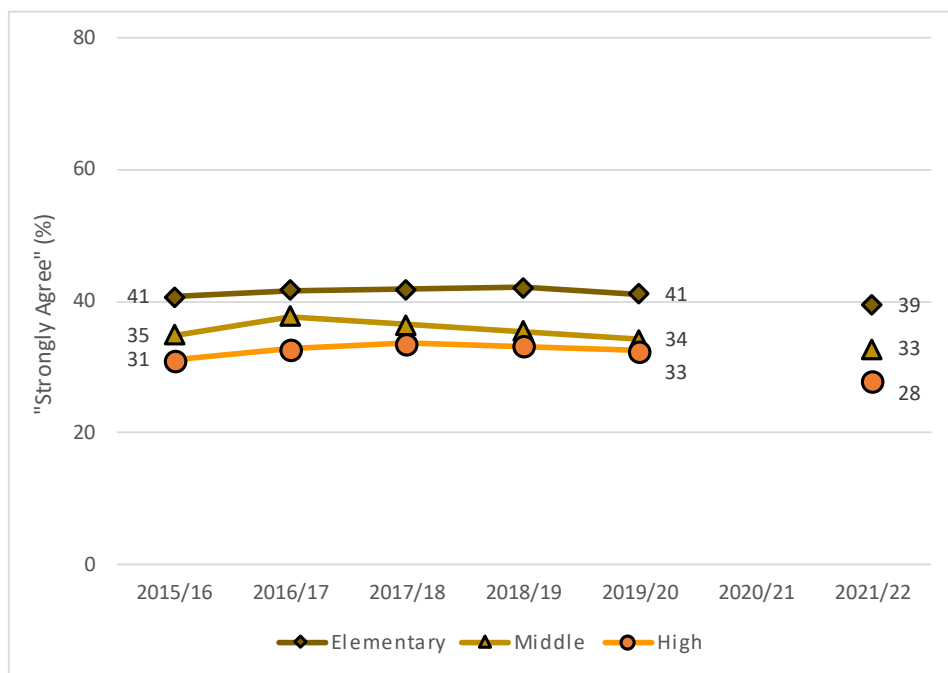
Source: Local administration of the Elementary CHKS (2018/19-2021/22). Percent of students who report that their school is neat and clean most of the time or all of the time.

Figure 7. Trends in perceptions of quality of school facilities (secondary students)



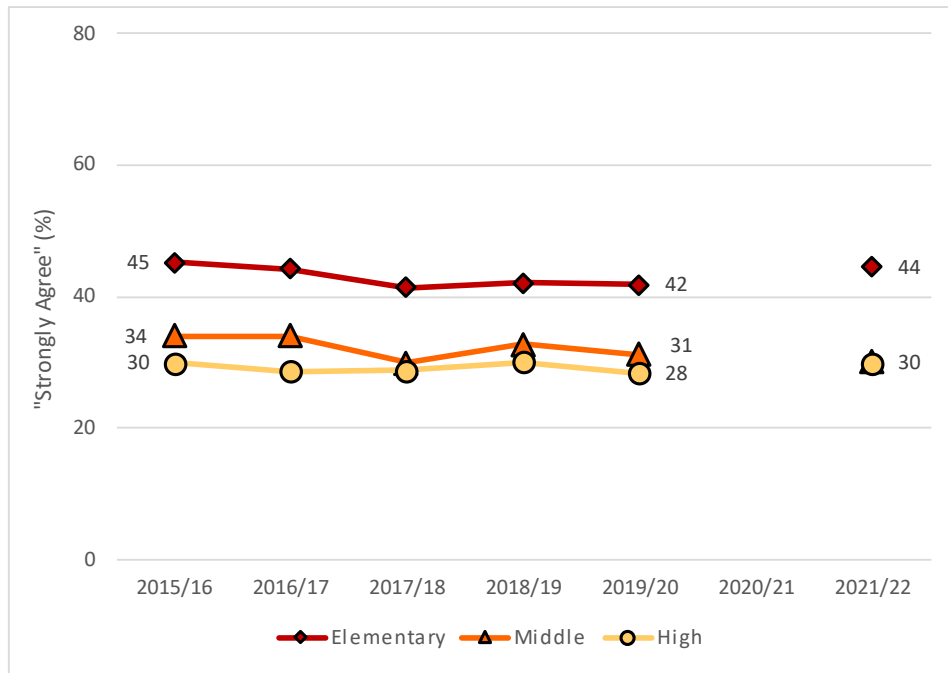
Source: Local administration of the Secondary CHKS (2015/16-2021/22). Percent of students who agree or strongly agree that their school is usually clean and tidy.

Figure 8. Trends in perceptions of quality of school facilities (staff)



Source: Local administration of the CSSS (2015/16-2021/22). Percent of staff who strongly agree that their school has clean and well-maintained facilities and property.

Figure 9. Trends in perceptions of quality of school facilities (parents)



Source: Local administration of the CSPS (2015/16-2021/22). Percent of **parents** who strongly agree that their school has clean and well-maintained facilities and property.

How Perceptions of the School Physical Environment are Related to Other School Characteristics – Tabular and Graphical Results

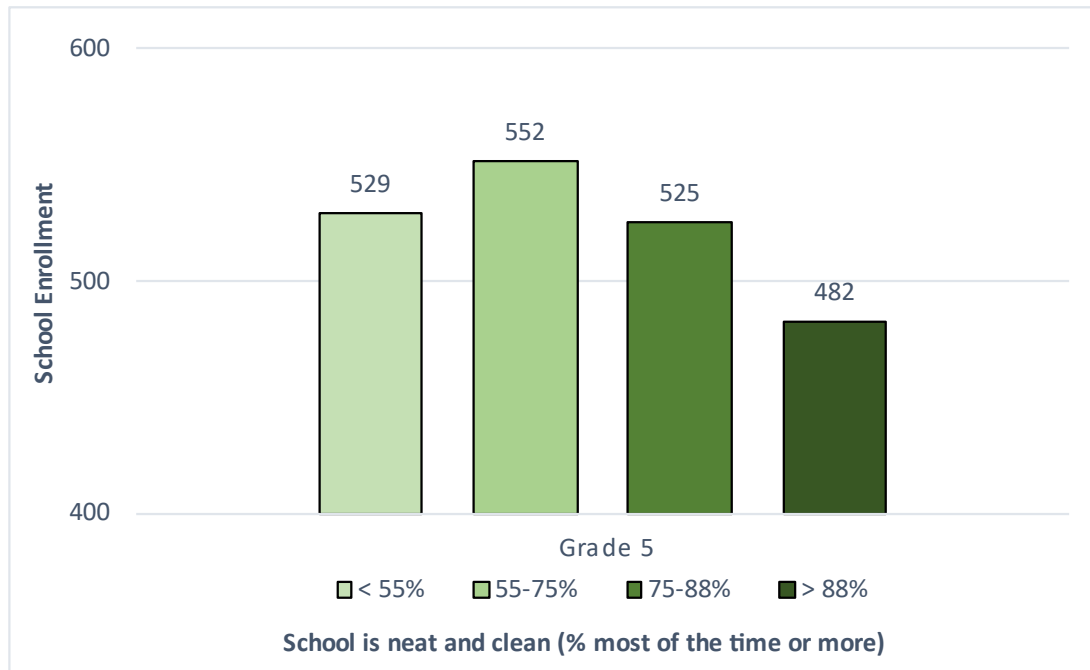
Elementary Student Reports

Table 5. Demographic characteristics by quality of school physical environment (elementary student)

	Is your school building neat and clean?			
	5 th grade (% most of the time or more)			
	< 55%	55-75%	75-88%	> 88%
Enrollment	529	552	525	482
Student/staff ratio	22	22	22	21
Free/reduced-price meals (%)	69	63	47	35
Race/ethnicity				
African American (%)	8	5	3	3
Asian (%)	8	10	14	16
Latinx (%)	65	61	46	35
White (%)	13	17	27	35

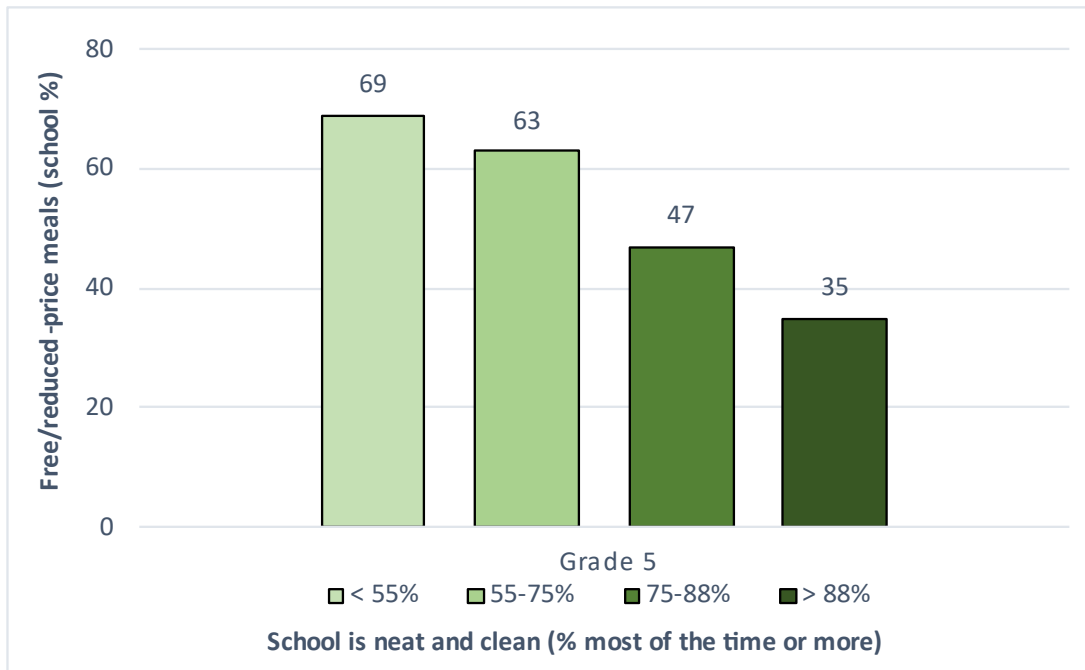
Source: Local administration of the Elementary CHKS (2021/22) and demographic data from the CDE.

Figure 10. School enrollment by student-reported quality of school physical environment (Elementary CHKS)



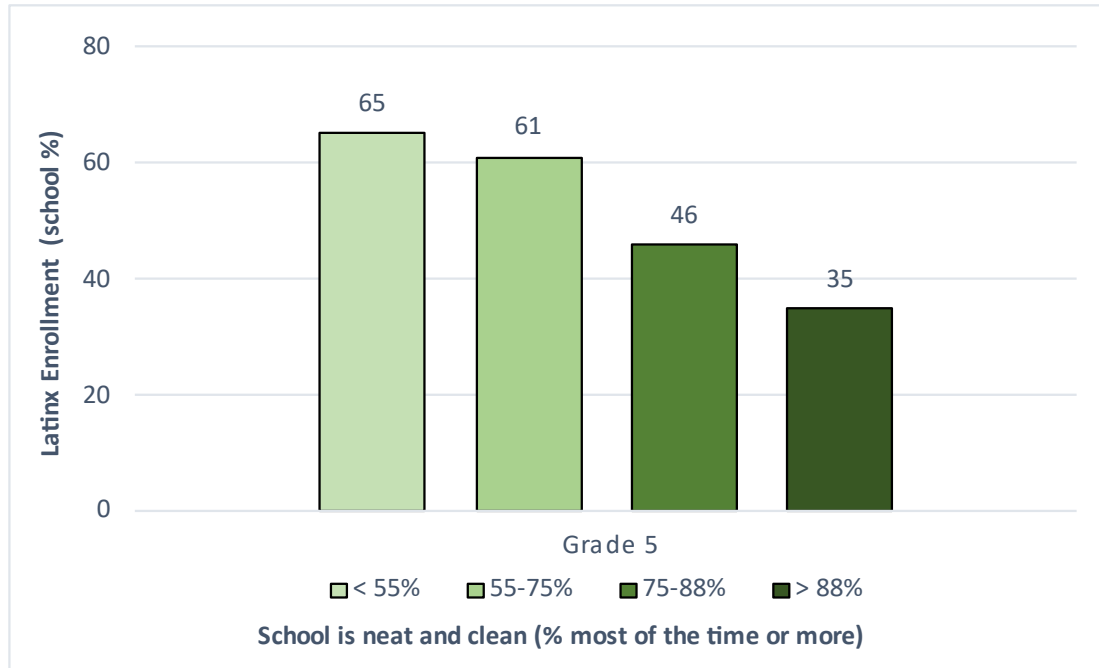
Source: Local administration of the Elementary CHKS (2021/22) and CDE enrollment data. *Reading the figure:* Schools with more students who report high levels of school environmental quality come from schools with slightly lower total enrollments. In elementary schools, average enrollment is **529** in schools in which less than 55 percent of 5th graders report that their school is neat and clean most of the time or all of the time, while average enrollment is **482** in schools in which more than 88 percent of 5th grade students report most of the time or all of the time on the item.

Figure 11. Poverty by student-reported quality of school physical environment (Elementary CHKS)



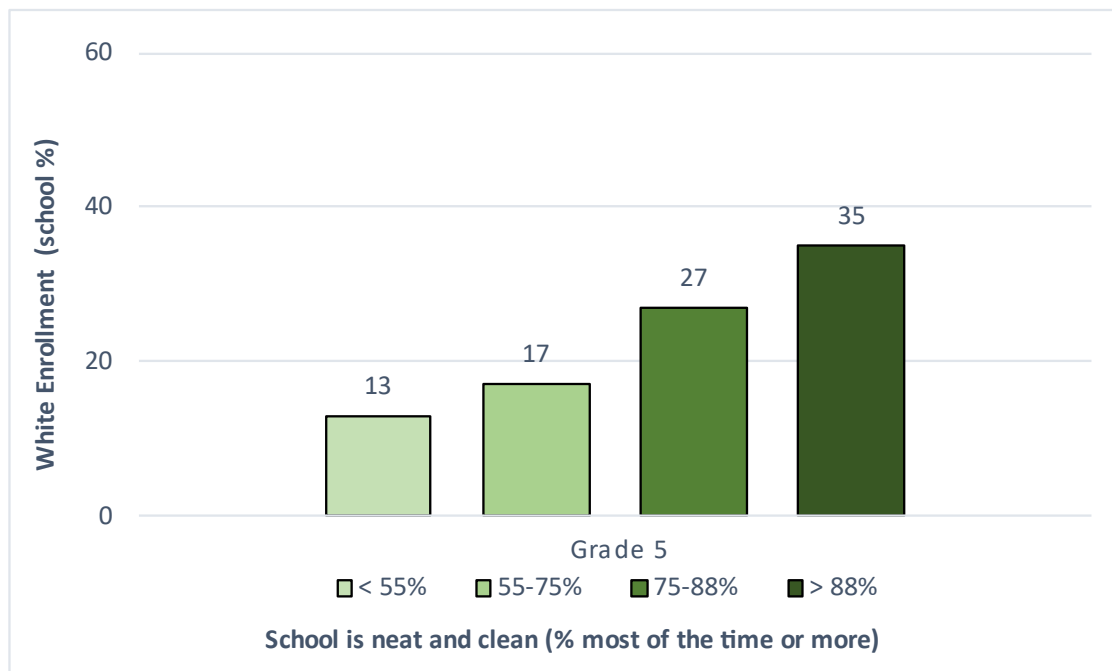
Source: Local administration of the Elementary CHKS (2021/22) and CDE enrollment data. *Reading the figure:* Schools with more students who report low levels of school environmental quality serve substantially higher percentages of students in poverty. On average, 69 percent of students are eligible for free/reduced-price meals in schools where less than 55 percent of students report that their school is neat and clean most of the time or all of the time, while only 35 percent of students are eligible for free/reduced price meals in schools where more than 88 percent of students report that their school is neat and clean most of the time or all of the time.

Figure 12. Latinx enrollment by student-reported quality of school physical environment (Elementary CHKS)



Source: Local administration of the Elementary CHKS (2021/22) and CDE enrollment data.

Figure 13. Non-Hispanic, white enrollment by student-reported quality of school physical environment (Elementary CHKS)



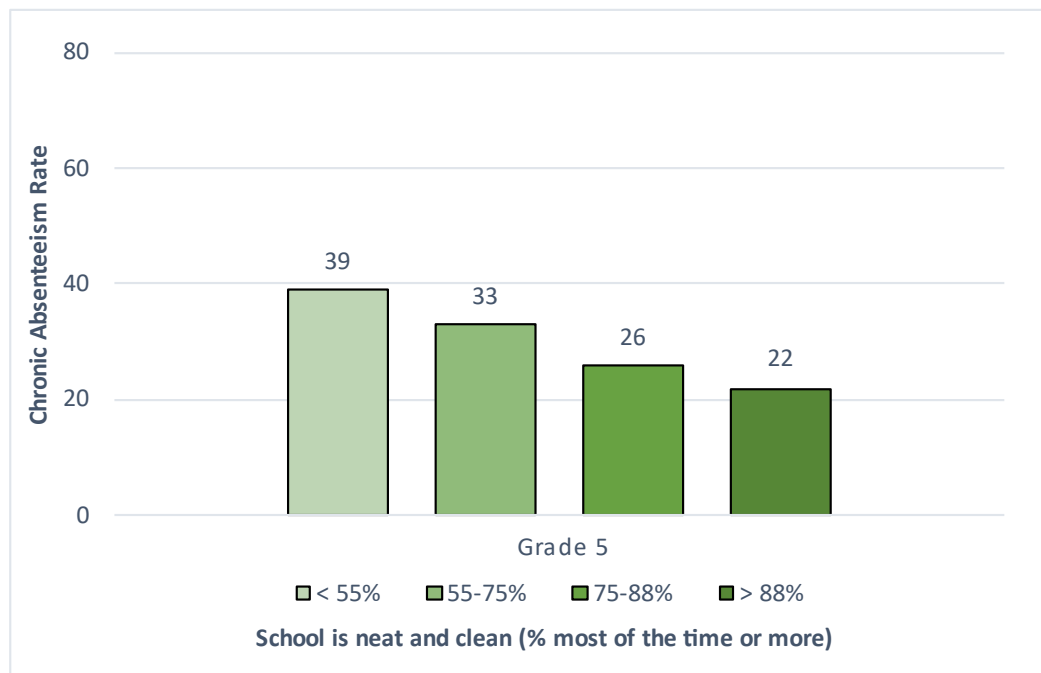
Source: Local administration of the Elementary CHKS (2021/22) and CDE enrollment data.

Table 6. School discipline, test scores, and fitnessgram results by quality of school physical environment (elementary student)

	Is your school building neat and clean?			
	5 th grade (% most of the time or more)			
	< 55%	55-75%	75-88%	> 88%
Chronic absentee rate	39	33	26	22
ELA (% met standards)	37	43	56	64
Math (% met standards)	21	27	41	51
Fitnessgram (% 5 or 6 HFZs)	38	43	50	54

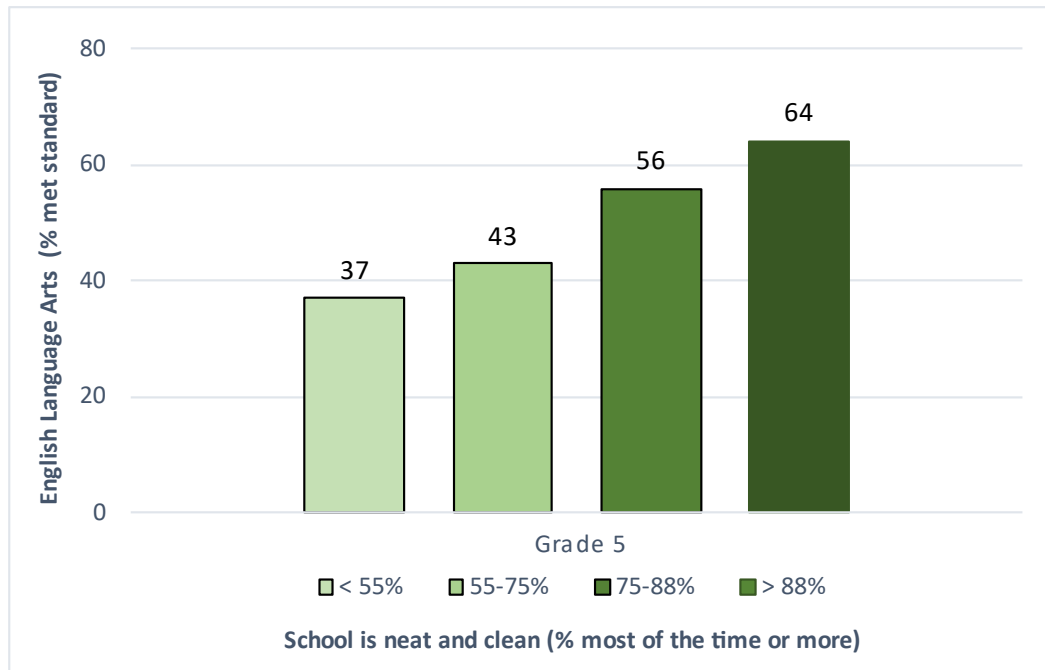
Source: Local administration of the Elementary CHKS (2021/22) and incident/academic performance data from the CDE.

Figure 14. Chronic absenteeism rate by student-reported quality of school physical environment (Elementary CHKS)



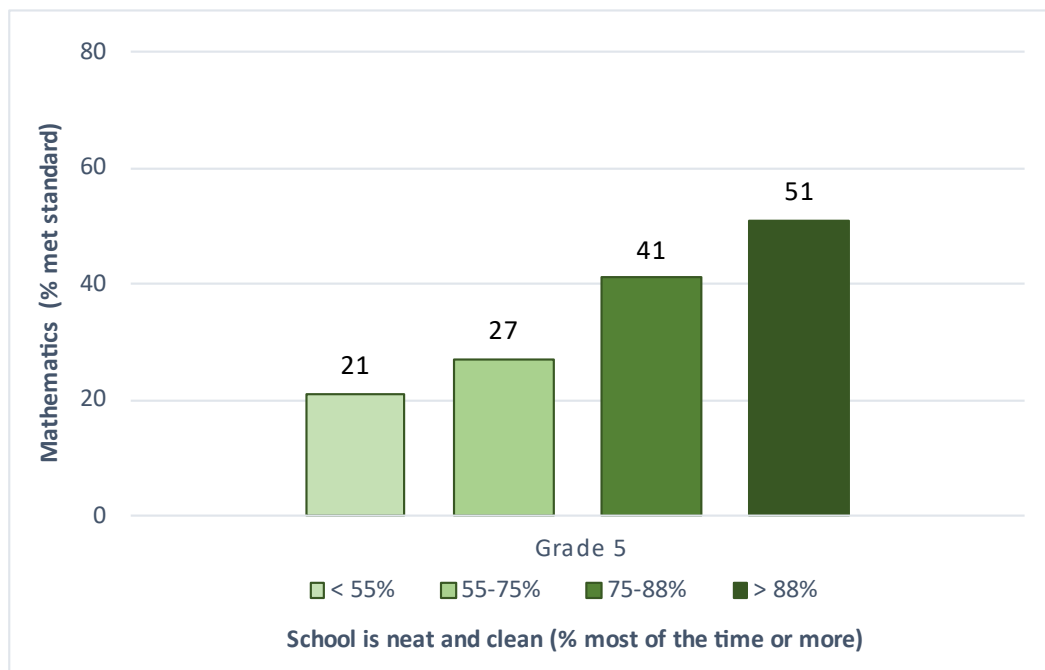
Source: Local administration of the Elementary CHKS (2021/22) and CDE chronic absentee rate data.

Figure 15. English Language Arts performance by student-reported quality of school physical environment (Elementary CHKS)



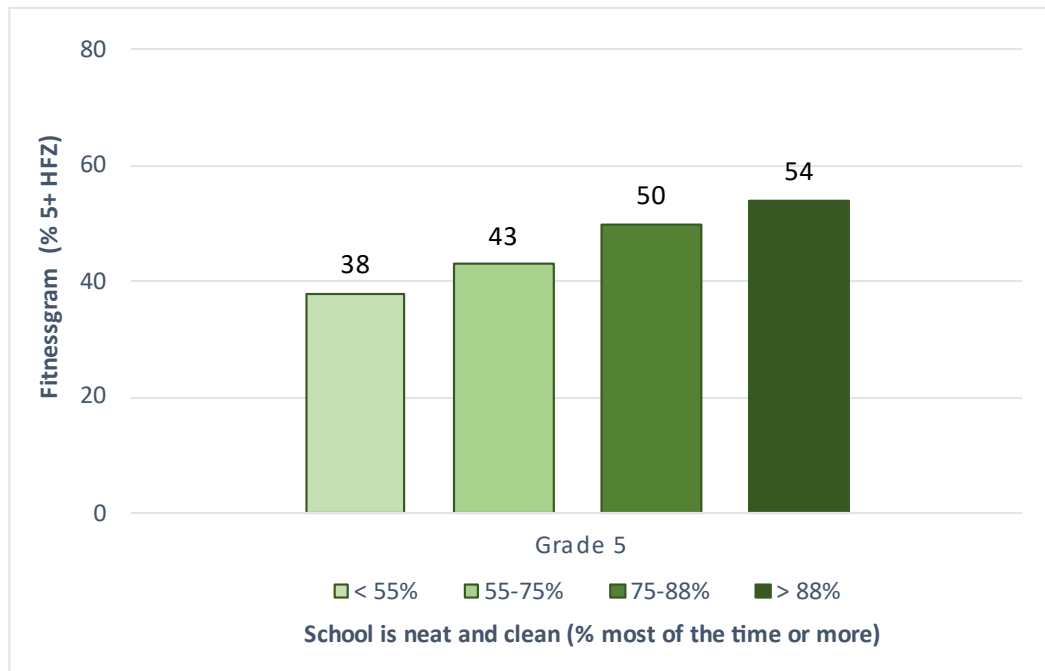
Source: Local administration of the Elementary CHKS (2021/22) and CDE test score data.

Figure 16. Mathematics performance by student-reported quality of school physical environment (Elementary CHKS)



Source: Local administration of the Elementary CHKS (2021/22) and CDE test score data.

Figure 17. Physical fitness by student-reported quality of school physical environment (Elementary CHKS)



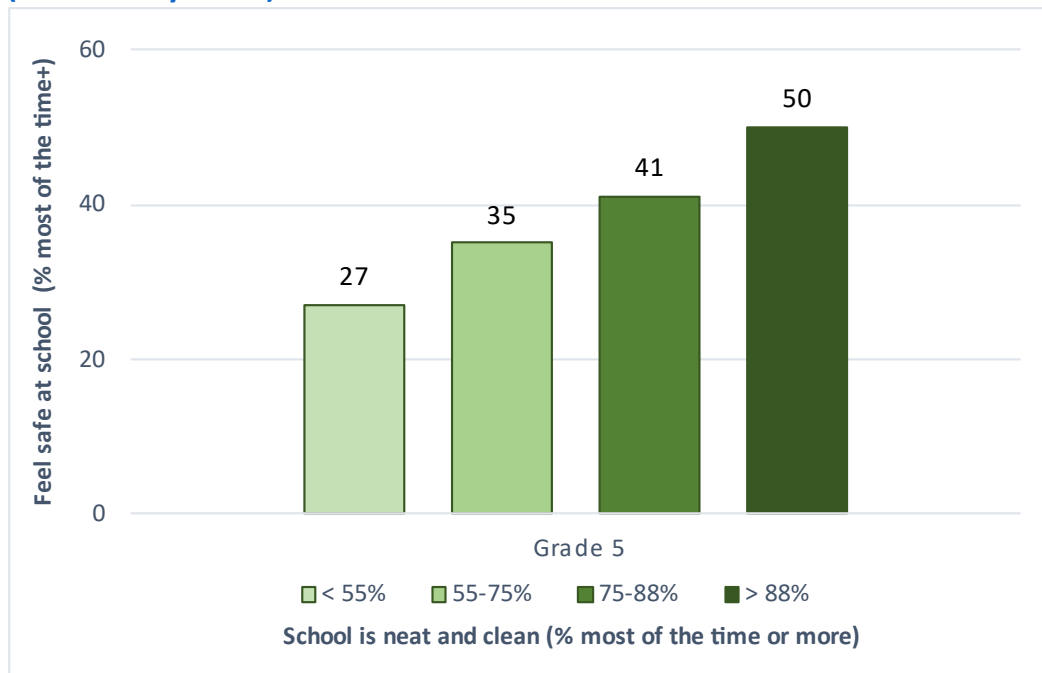
Source: Local administration of the Elementary CHKS (2021/22) and CDE Fitnessgram data. The outcome is the percent of students who met Healthy Fitness Zone standards in five or more of the six standards assessed.

Table 7. School safety, school connectedness, school supports, parental involvement, student mental health, and peer relationship quality by quality of school physical environment (Elementary CHKS)

	Is your school building neat and clean?			
	5 th grade (% most of the time or more)			
	< 55%	55-75%	75-88%	> 88%
Safe at school (% most+)	27	35	41	50
Physical fight at school (% any)	40	34	29	25
Seen weapon school (% any)	15	11	9	6
Violence victimization (% any)	45	39	35	30
School connected (% most+)	64	70	76	80
Academ motivation (% most+)	76	81	85	88
Any absences (% any)	53	51	47	44
Caring relationships (% most+)	61	67	73	77
Parent involvement (% most+)	74	76	77	78
Breakfast (% yes)	63	68	75	80
Frequent sadness (% most+)	24	21	18	14

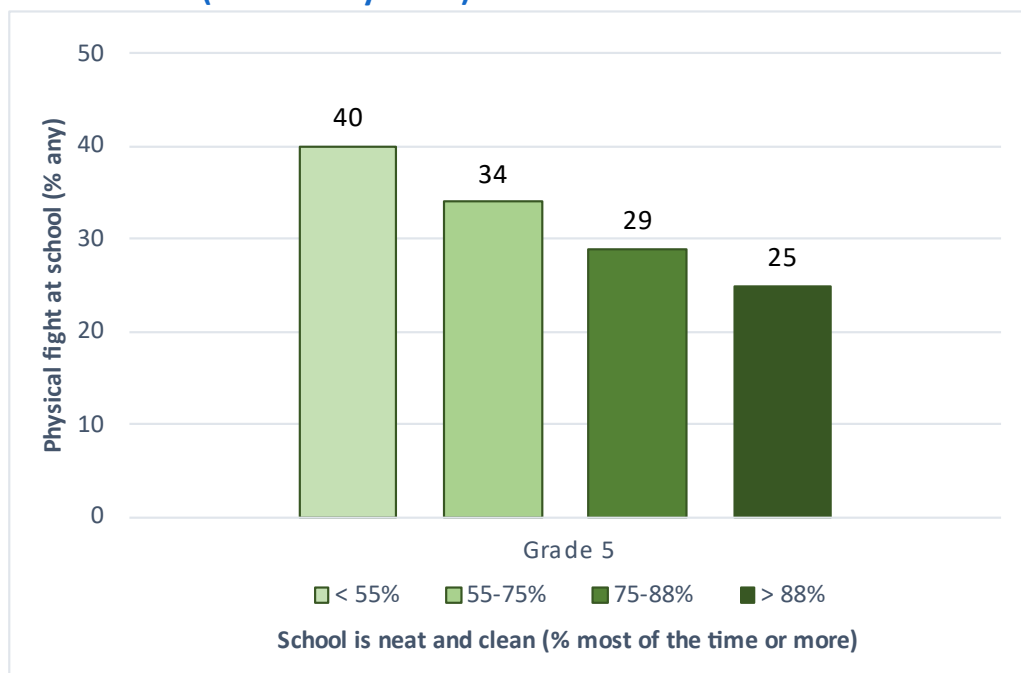
Source: Local administration of the Elementary CHKS (2021/22).

Figure 18. School safety by student-reported quality of school physical environment (Elementary CHKS)



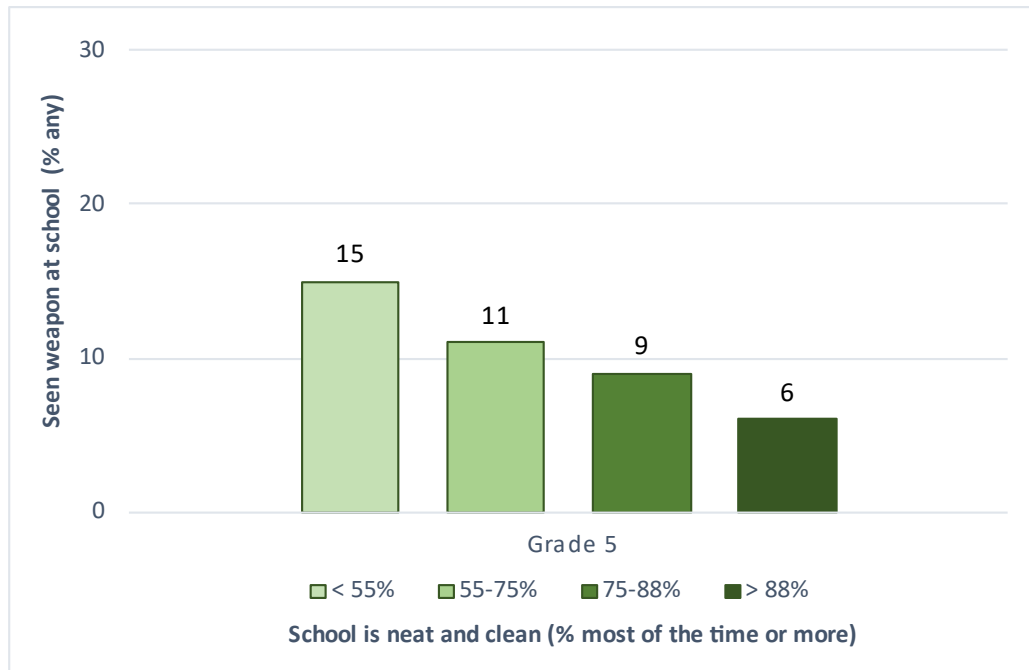
Source: Local administration of the Elementary CHKS (2021/22).

Figure 19. Fighting at school by student-reported quality of school physical environment (Elementary CHKS)



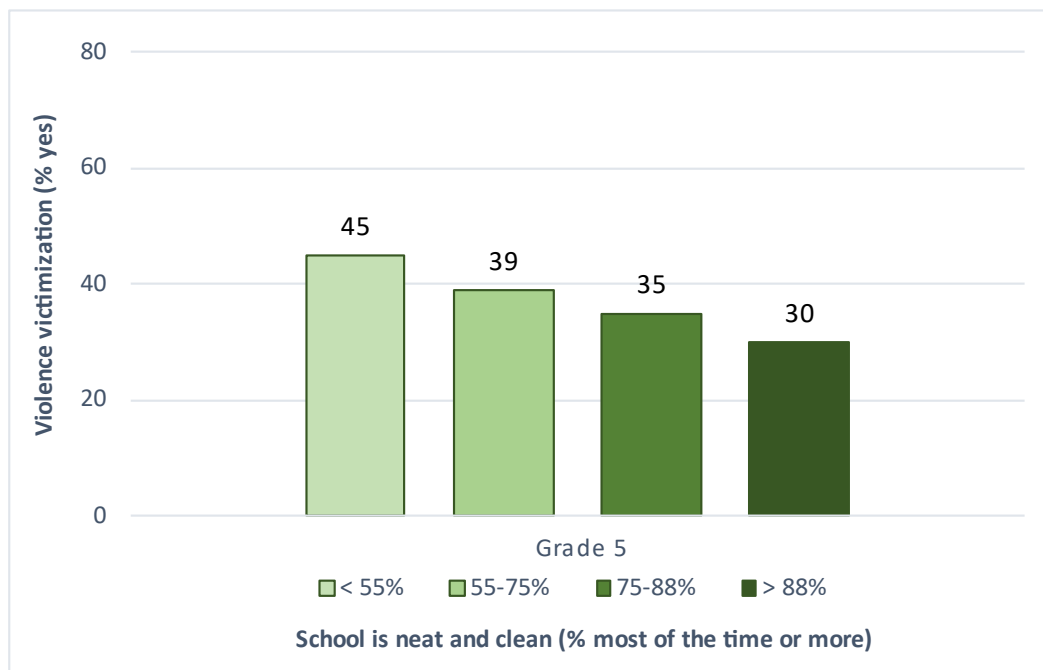
Source: Local administration of the Elementary CHKS (2021/22)

Figure 20. Weapons at school by student-reported quality of school physical environment (Elementary CHKS)



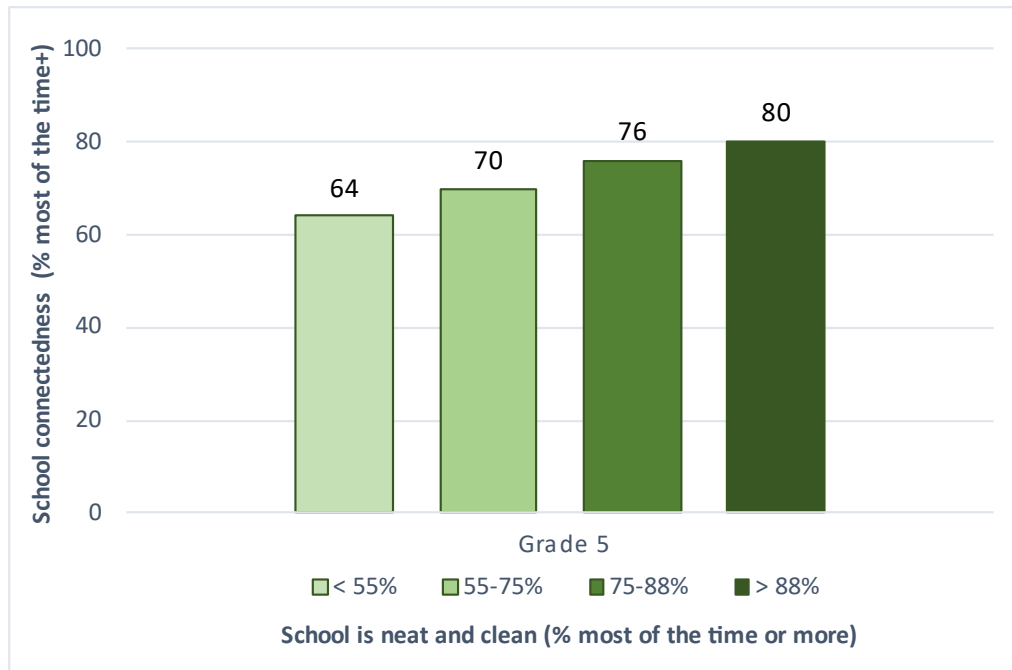
Source: Local administration of the Elementary CHKS (2021/22)

Figure 21. Violence victimization at school by student-reported quality of school physical environment (Elementary CHKS)



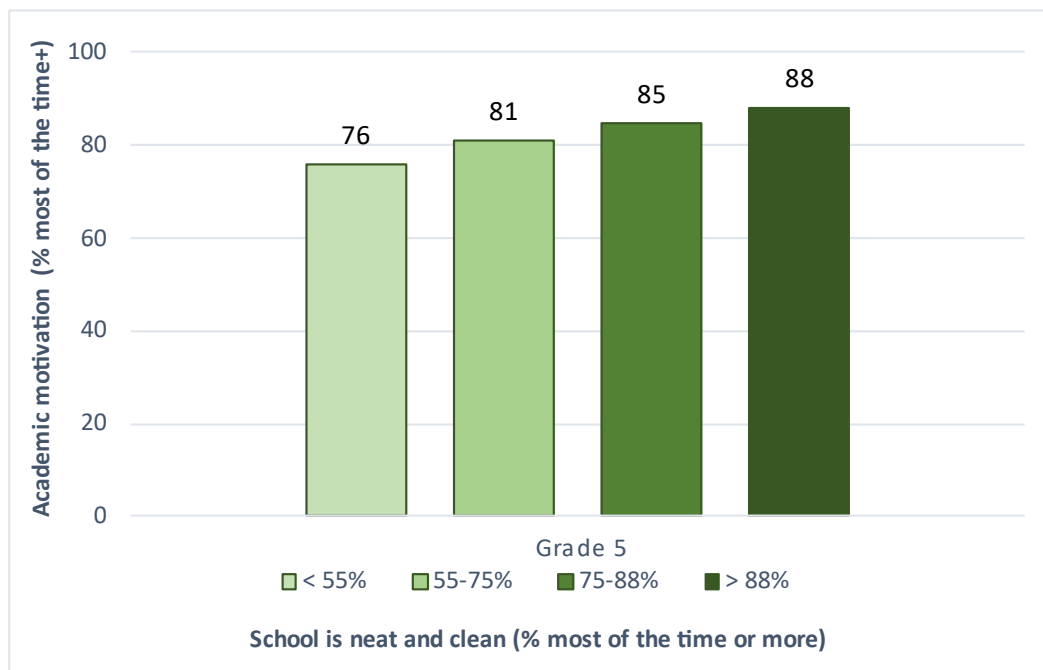
Source: Local administration of the Elementary CHKS (2021/22)

Figure 22. School connectedness by student-reported quality of school physical environment (Elementary CHKS)



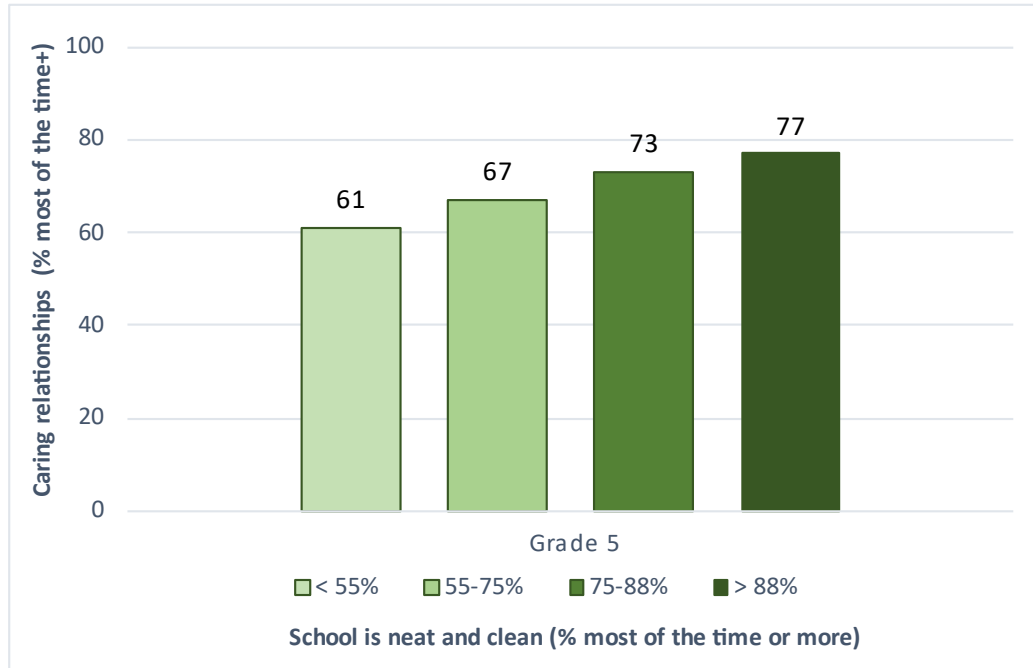
Source: Local administration of the Elementary CHKS (2021/22)

Figure 23. Academic motivation by student-reported quality of school physical environment (Elementary CHKS)



Source: Local administration of the Elementary CHKS (2021/22)

Figure 24. Caring staff-student relationships by student-reported quality of school physical environment (Elementary CHKS)



Source: Local administration of the Elementary CHKS (2021/22)

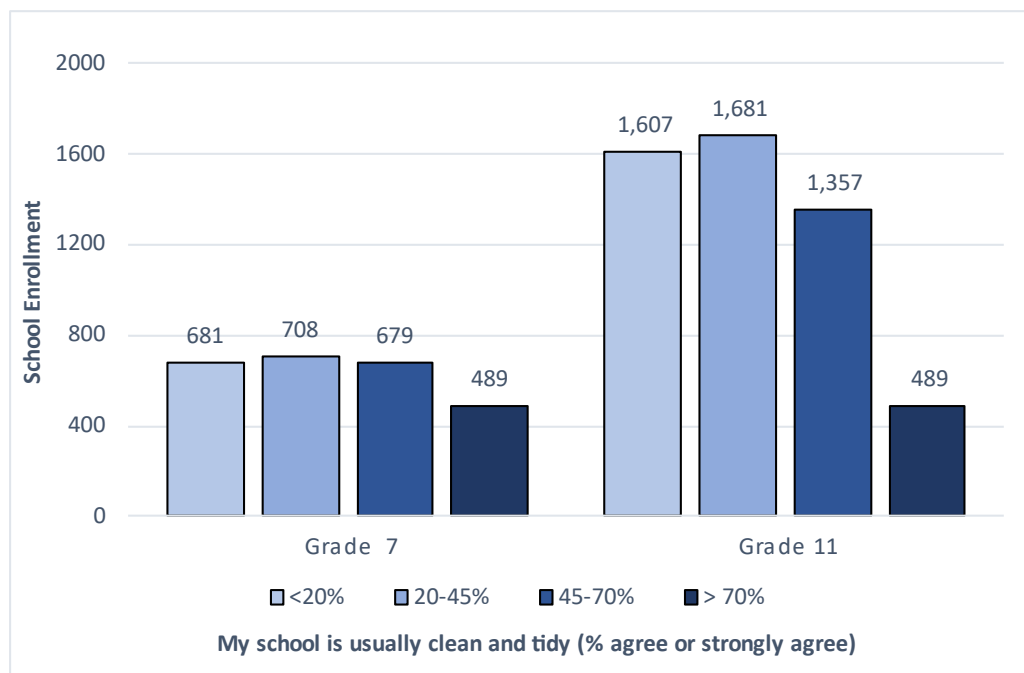
Secondary Student Reports

Table 8. Demographic characteristics by quality of school physical environment (Secondary CHKS)

	My school is usually clean and tidy							
	7 th grade (% agreement)				11 th grade (% agreement)			
	< 20%	20-45%	45-70%	> 70%	< 20%	20-45%	45-70%	> 70%
Enrollment	681	708	679	489	1607	1681	1357	489
Student/staff ratio	21	22	22	21	22	22	21	20
Free/reduced-price meals (%)	69	63	48	42	63	56	48	47
Race/ethnicity								
African American (%)	12	5	3	4	10	4	3	3
Asian (%)	6	8	14	11	7	8	11	11
Latinx (%)	55	59	46	37	57	54	46	46
White (%)	18	20	29	39	17	25	31	32

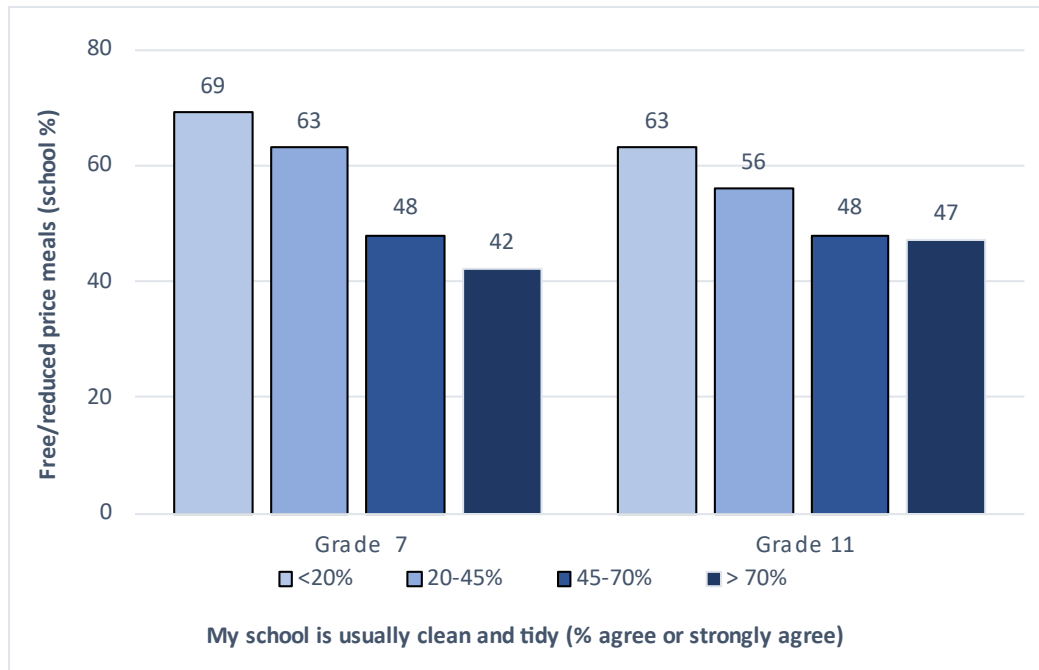
Source: Local administration of the Secondary CHKS (2021/22) and demographic data from the CDE.

Figure 25. School enrollment by student-reported quality of school physical environment (Secondary CHKS)



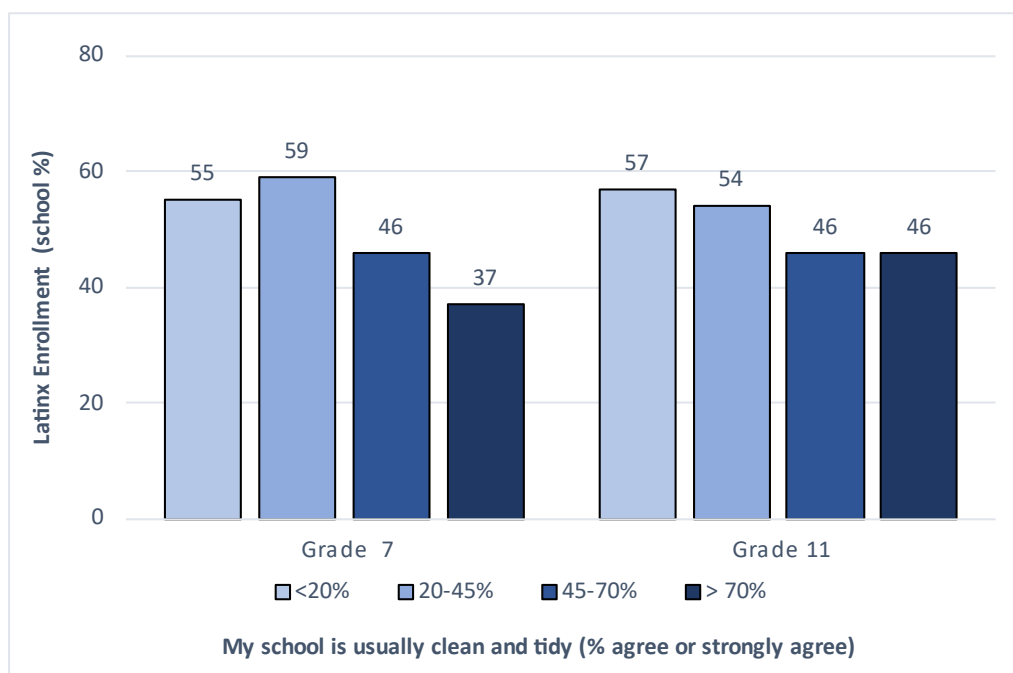
Source: Local administration of the Secondary CHKS (2021/22)

Figure 26. Poverty by student-reported quality of school physical environment (Secondary CHKS)



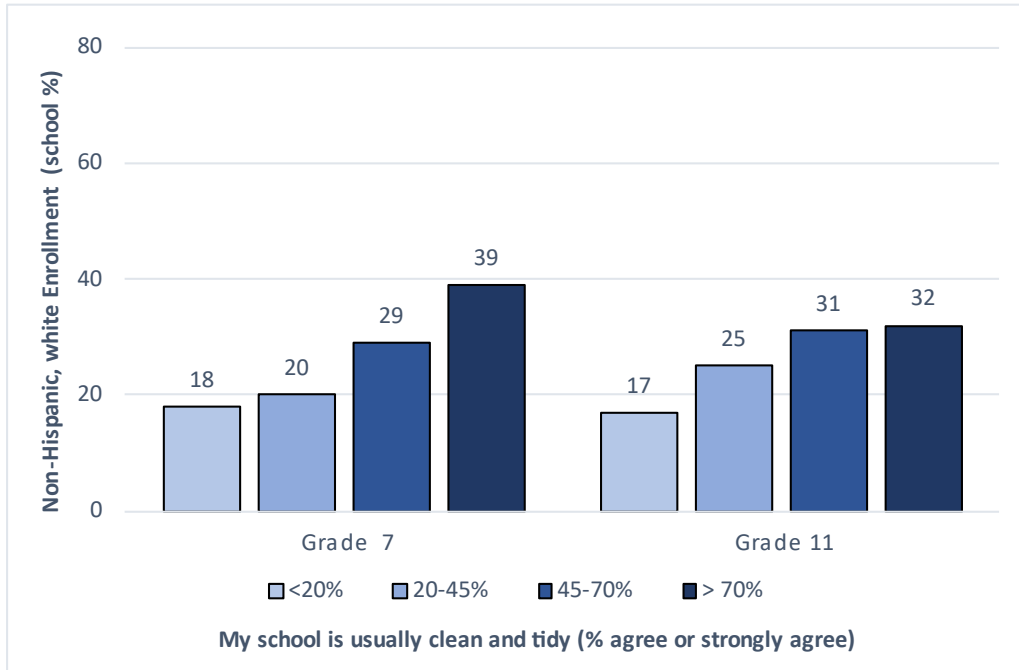
Source: Local administration of the Secondary CHKS (2021/22)

Figure 27. Latinx enrollment by student-reported quality of school physical environment (Secondary CHKS)



Source: Local administration of the Secondary CHKS (2021/22)

Figure 28. Non-Hispanic, white enrollment by student-reported quality of school physical environment (Secondary CHKS)



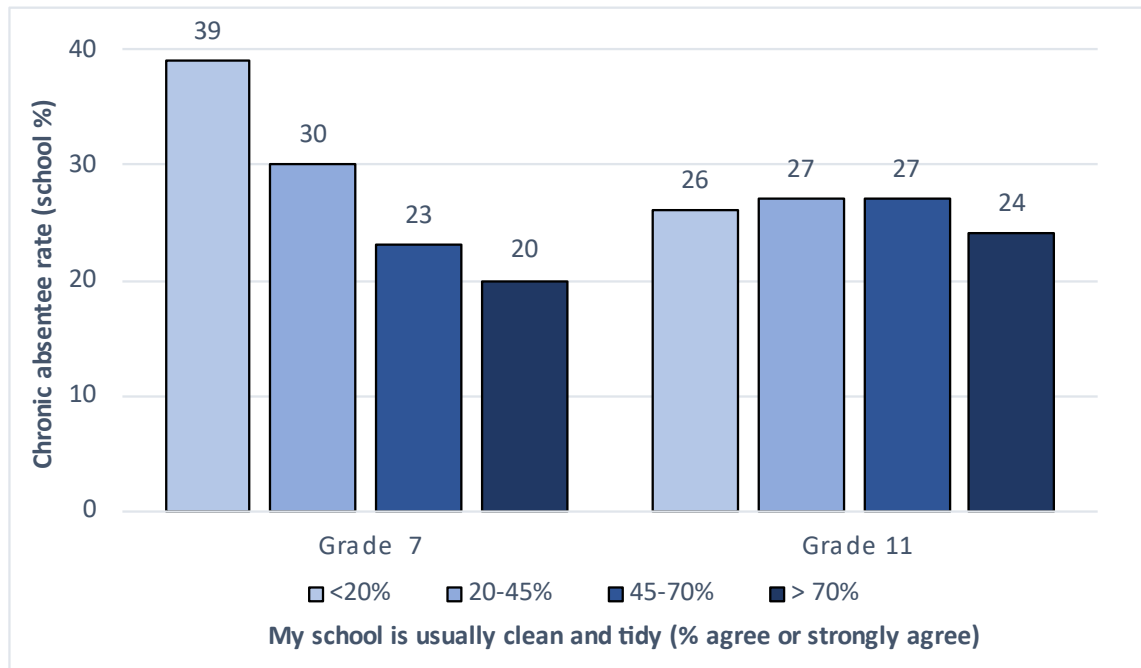
Source: Local administration of the Secondary CHKS (2021/22)

Table 9. School discipline, dropout/graduation, test scores, and fitnessgram results by quality of school physical environment (Secondary CHKS)

	My school is usually clean and tidy							
	7 th grade (% agreement)				11 th grade (% agreement)			
	< 20%	20-45%	45-70%	> 70%	< 20%	20-45%	45-70%	> 70%
Chronic absentee rate	39	30	23	20	26	27	27	24
Suspension rate (*10)	84	60	39	19	65	51	35	20
Expulsion rate (*100)	13	11	6	3	15	15	10	3
Graduation rate	—	—	—	—	91	93	94	93
UC-Eligible graduation rate	—	—	—	—	42	51	58	58
Dropout rate (*10)	—	—	—	—	6	4	4	4
ELA (% met standards)	34	45	57	61	48	55	62	65
Math (% met standards)	18	28	40	45	19	26	35	35
Fitnessgram (% 5 or 6 HFZs)	40	48	55	43	47	55	59	46

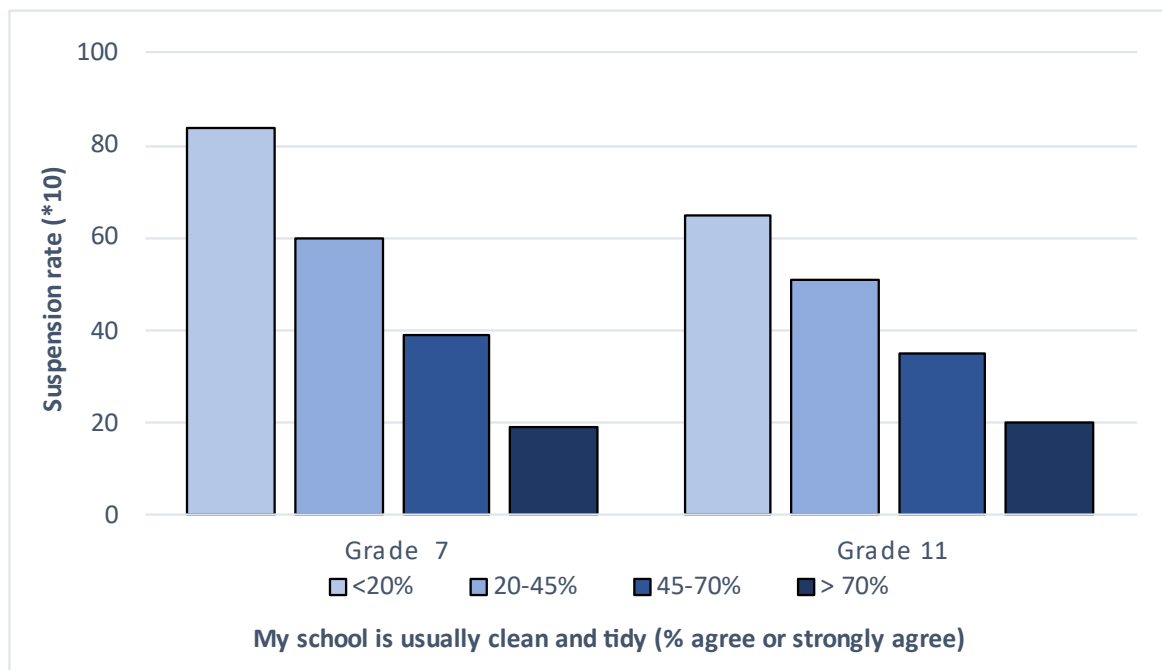
Source: Local administration of the Secondary CHKS (2021/22) and incident/academic performance data from the CDE.

Figure 29. Chronic absenteeism rate by student-reported quality of school physical environment (Secondary CHKS)



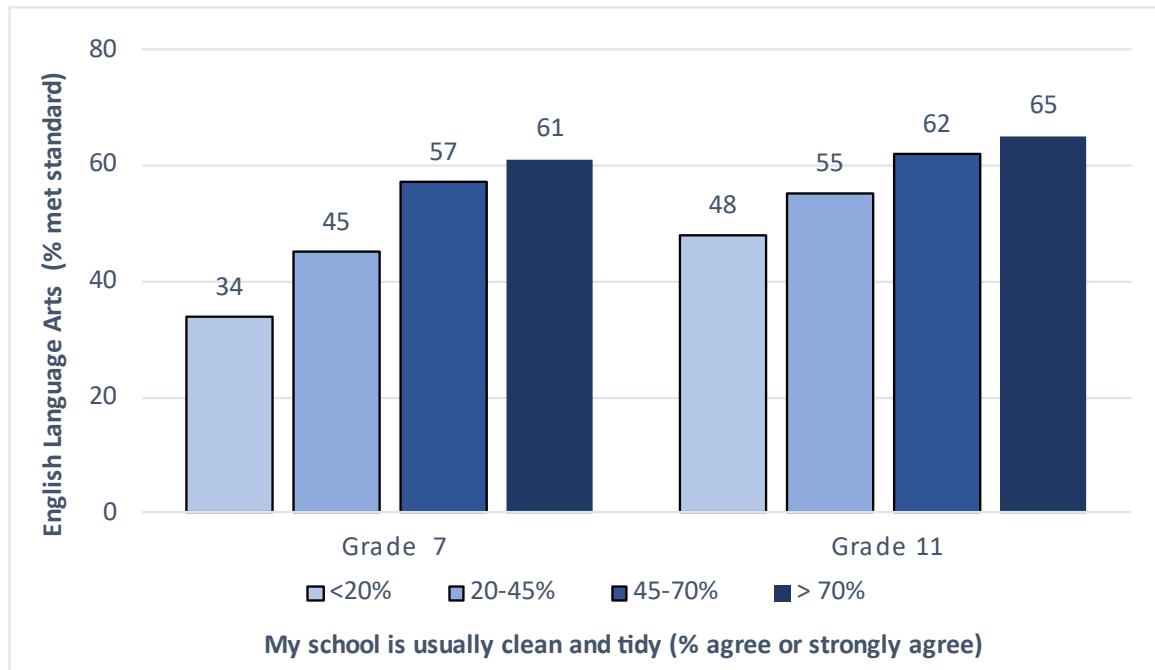
Source: Local administration of the Secondary CHKS (2021/22)

Figure 30. Student suspensions by student-reported quality of school physical environment (Secondary CHKS)



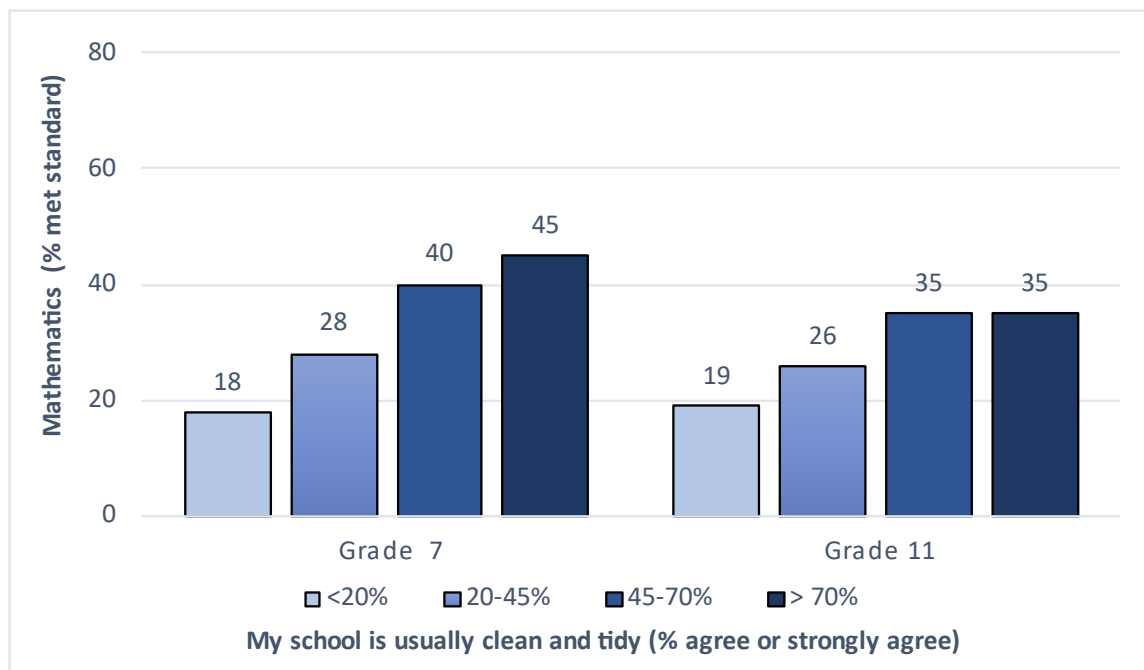
Source: Local administration of the Secondary CHKS (2021/22)

Figure 31. English Language Arts performance by student-reported quality of school physical environment (Secondary CHKS)



Source: Local administration of the Secondary CHKS (2021/22)

Figure 32. Mathematics performance by student-reported quality of school physical environment (Secondary CHKS)



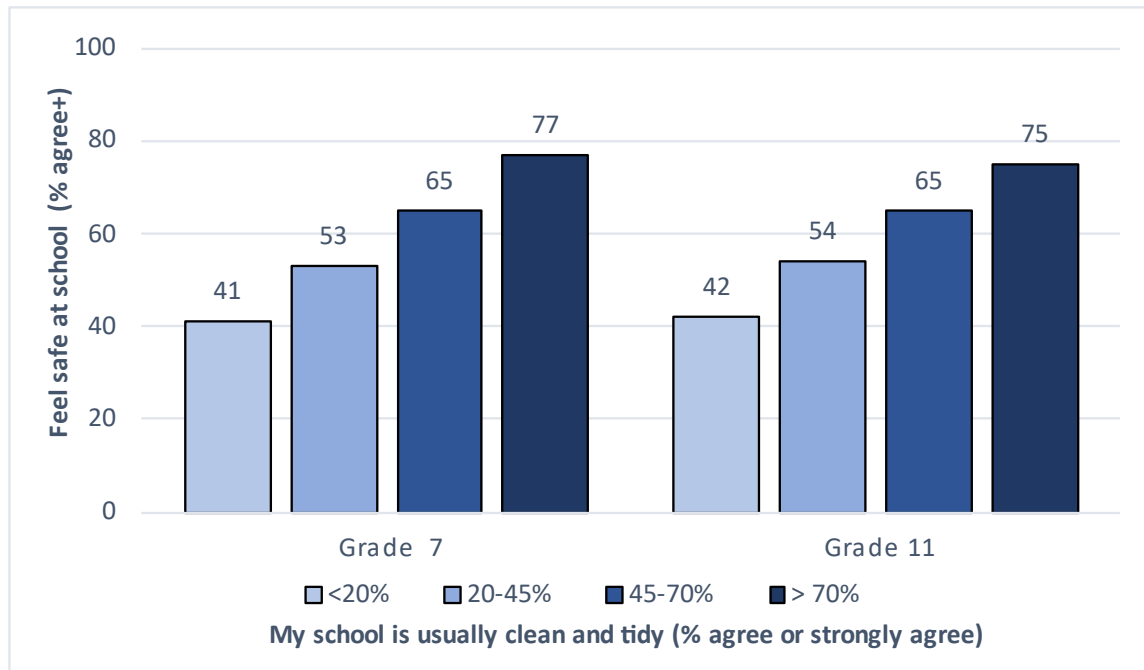
Source: Local administration of the Secondary CHKS (2021/22)

Table 10. School safety; school connectedness; school, parental, and peer supports; and disciplinary environment by quality of school physical environment (Secondary CHKS)

	My school is usually clean and tidy							
	7 th grade (% agreement)				11 th grade (% agreement)			
	< 20%	20-45%	45-70%	> 70%	< 20%	20-45%	45-70%	> 70%
Safe at school (% agree)	41	53	65	77	42	54	65	75
Physical fight at school (% any)	18	14	12	10	5	5	5	3
Seen weapon at school (%)	17	14	10	9	12	10	8	5
Violence victimization (% yes)	60	55	51	48	33	33	31	27
Afraid of being beat up (% yes)	29	25	20	18	12	10	8	5
School connected (% agree)	45	55	63	72	43	50	57	64
Any absences (% yes)	57	53	49	50	59	58	55	49
Academ motivation (% agree)	58	62	66	69	58	58	60	64
Caring relationships (% agree)	50	55	60	65	54	56	59	68
High expectations (% agree)	63	69	74	78	65	66	69	76
Learning engage (% agree)	15	24	32	39	14	20	31	48
Support for learning (% agree)	48	58	64	71	44	49	52	68
SEL supports (% agree)	43	52	62	67	37	40	47	61
Harsh discipline (% agree)	36	34	29	17	19	24	21	19
Parent involve prom (% agree)	41	50	58	65	32	38	45	59
Peer relationships (% agree)	31	43	52	55	37	40	50	63

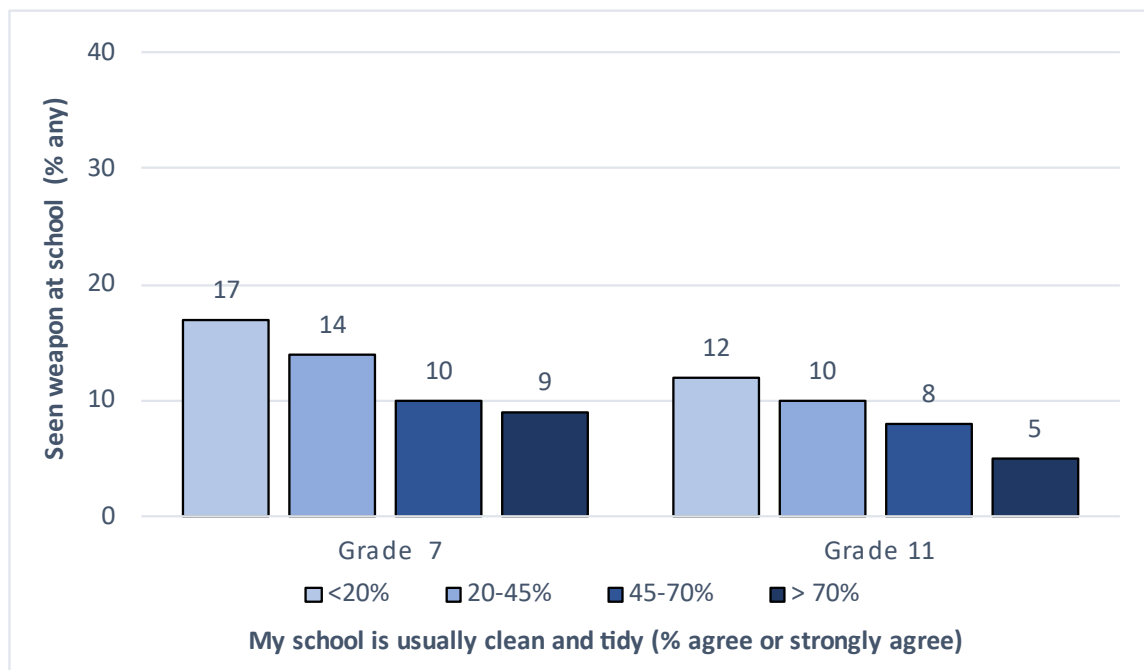
Source: Local administration of the Secondary CHKS (2021/22).

Figure 33. School safety by student-reported quality of school physical environment (Secondary CHKS)



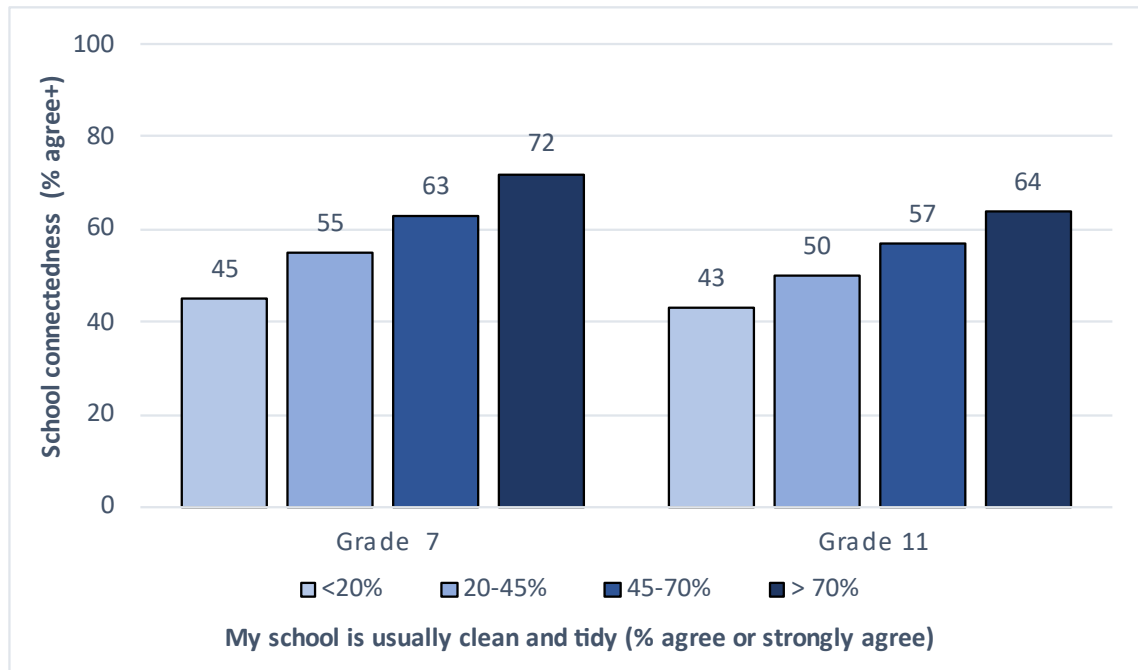
Source: Local administration of the Secondary CHKS (2021/22)

Figure 34. Weapons at school by student-reported quality of school physical environment (Secondary CHKS)



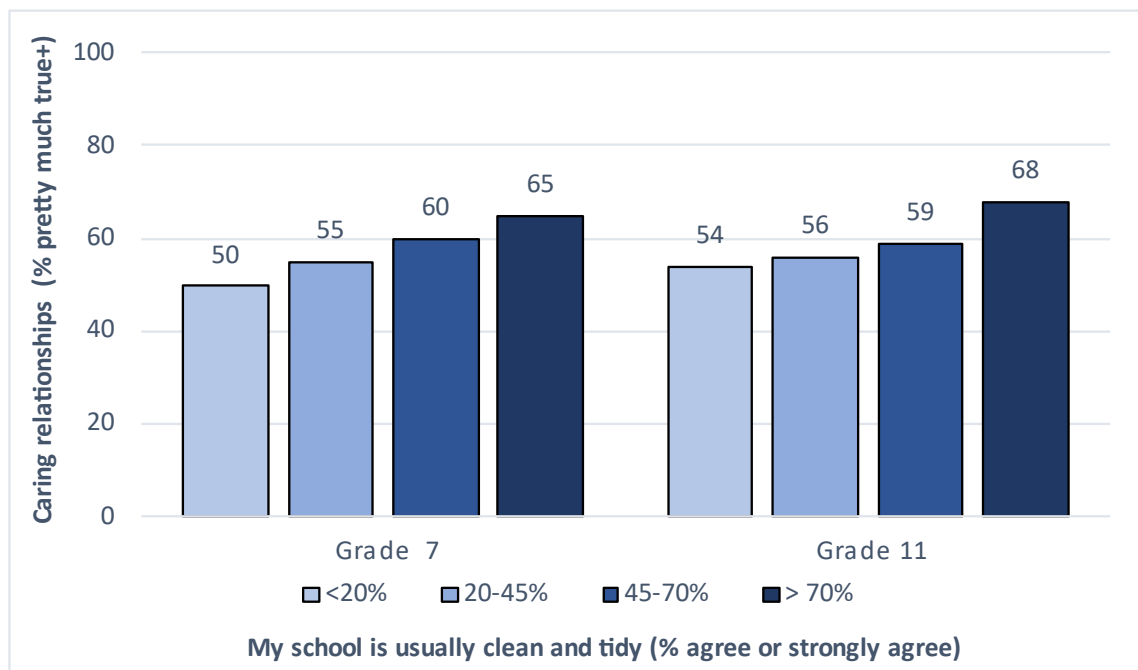
Source: Local administration of the Secondary CHKS (2021/22)

Figure 35. School connectedness by student-reported quality of school physical environment (Secondary CHKS)



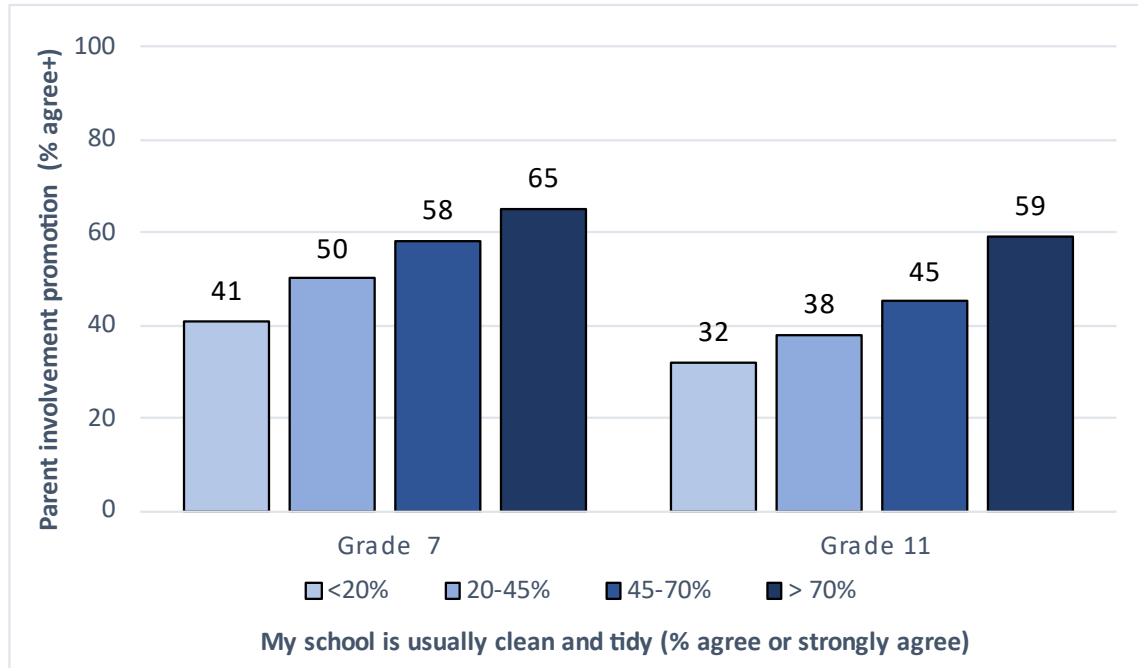
Source: Local administration of the Secondary CHKS (2021/22)

Figure 36. Caring staff-student relationships by student-reported quality of school physical environment (Secondary CHKS)



Source: Local administration of the Secondary CHKS (2021/22)

Figure 37. School promotion of parental involvement by student-reported quality of school physical environment (Secondary CHKS)



Source: Local administration of the Secondary CHKS (2021/22)

Table 11. Student mental health and breakfast consumption by quality of school physical environment (Secondary CHKS)

	My school is usually clean and tidy							
	7 th grade (% agreement)				11 th grade (% agreement)			
	< 20%	20-45%	45-70%	> 70%	< 20%	20-45%	45-70%	> 70%
Breakfast (% yes)	51	55	62	65	50	52	54	55
Chronic sadness (% yes)	38	35	31	29	43	40	39	41
Suicide ideation (% yes)	18	17	15	15	18	17	16	17

Source: Local administration of the Secondary CHKS (2021/22).

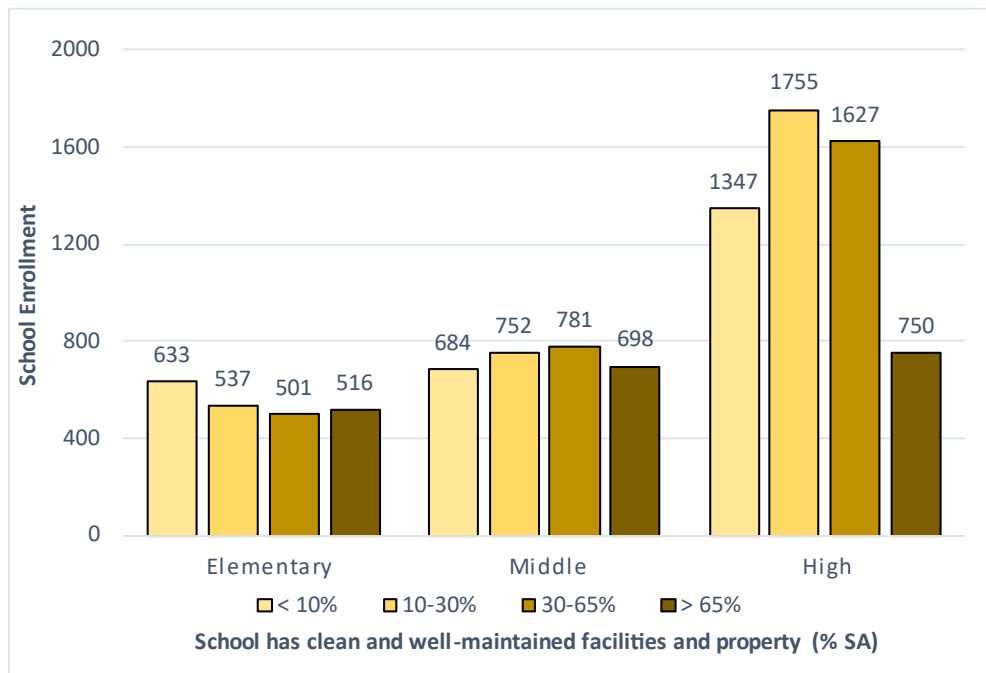
Staff Reports

Table 12. Demographic characteristics by quality of school physical environment (staff)

	This school has clean and well-maintained facilities and property											
	Elementary (% strong agreement)				Middle (% strong agreement)				High (% strong agreement)			
	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%
Enrollment	633	537	501	516	684	752	781	698	1347	1755	1627	750
Student/staff ratio	22	21	22	22	22	22	23	23	22	23	22	20
Free/reduced-price meals (%)	64	59	55	46	62	57	52	45	59	52	54	42
Race/ethnicity												
African American (%)	7	5	4	3	7	5	4	3	6	4	4	3
Asian (%)	6	9	10	12	5	9	10	13	4	7	10	10
Latinx (%)	55	55	54	48	59	55	53	46	55	51	54	42
White (%)	20	21	23	27	21	22	26	29	26	30	26	34

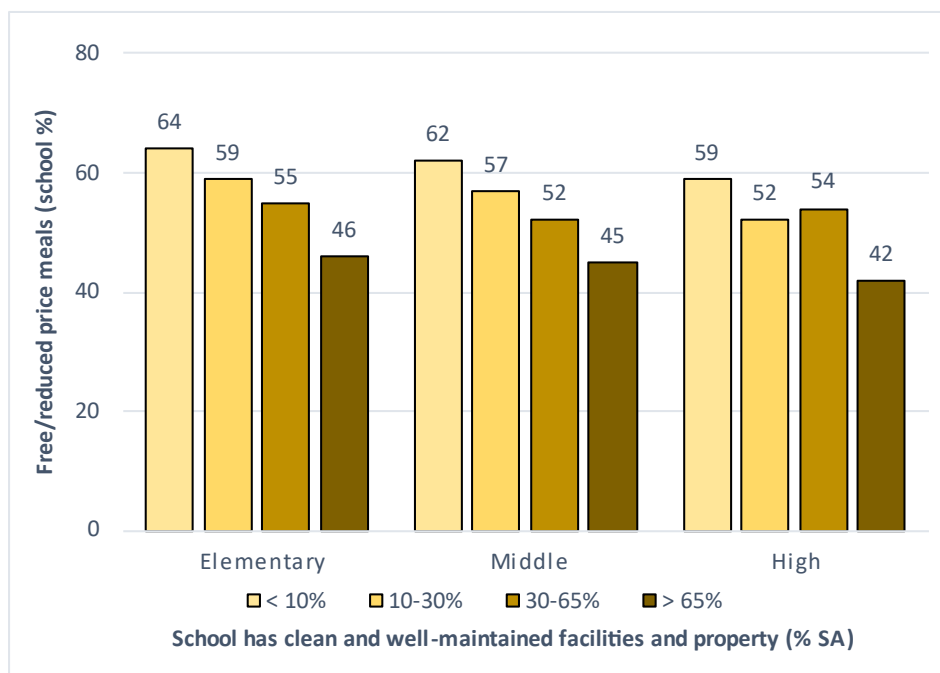
Source: Local administration of the CSSS (2021/22) and demographic data from the CDE.

Figure 38. School enrollment by staff-reported quality of school physical environment



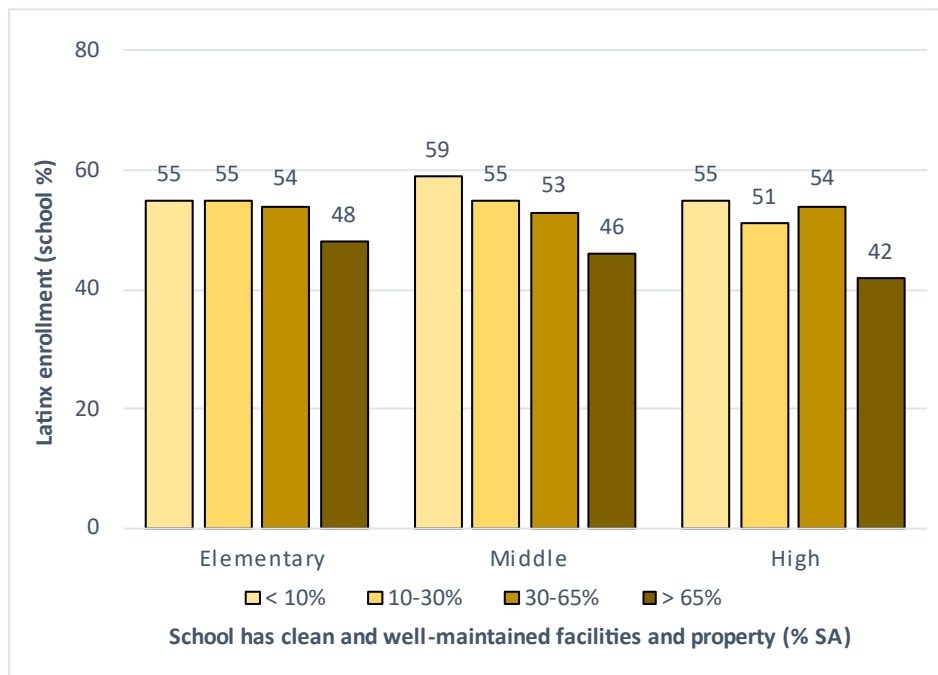
Source: Local administration of the CSSS (2021/22)

Figure 39. Poverty by staff-reported quality of school physical environment



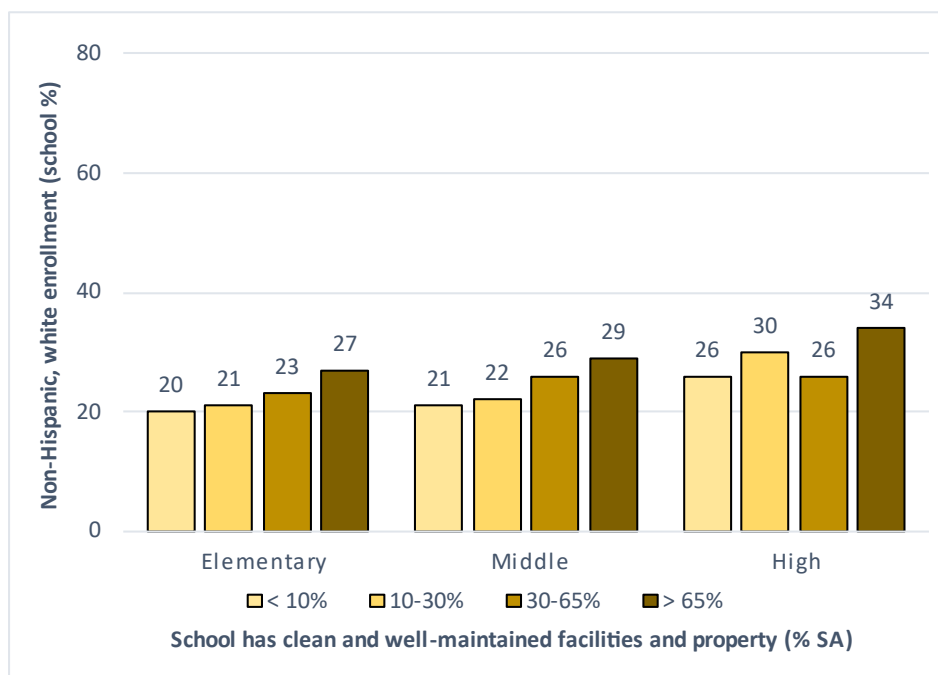
Source: Local administration of the CSSS (2021/22)

Figure 40. Latinx enrollment by staff-reported quality of school physical environment



Source: Local administration of the CSSS (2021/22)

Figure 41. Non-Hispanic, white enrollment by staff-reported quality of school physical environment



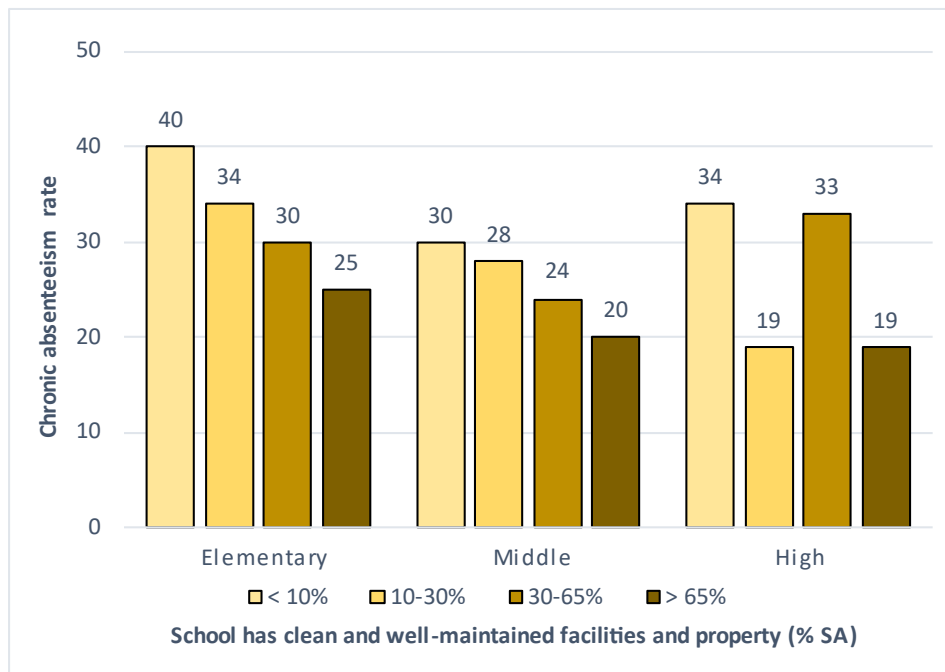
Source: Local administration of the CSSS (2021/22)

Table 13. School discipline, dropout/graduation, test scores, and fitnessgram results by quality of school physical environment (staff)

	This school has clean and well-maintained facilities and property											
	Elementary (% strong agreement)				Middle (% strong agreement)				High (% strong agreement)			
	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%
Chronic absentee rate	40	34	30	25	30	28	24	20	34	19	33	19
Suspension rate (*10)	26	15	13	7	95	72	56	35	61	51	39	36
Expulsion rate (*100)	0	1	1	1	10	15	11	6	12	16	13	18
Graduation rate	—	—	—	—	—	—	—	—	91	93	94	94
UC-Eligible graduation rate	—	—	—	—	—	—	—	—	44	52	56	56
Dropout rate (*10)	—	—	—	—	—	—	—	—	6	4	3	3
ELA (% met standards)	37	44	49	56	39	47	53	65	49	56	61	66
Math (% met standards)	23	28	34	41	21	31	36	48	21	27	32	34
Fitnessgram (% 5 or 6 HFZs)	35	42	44	47	44	50	52	61	48	58	57	55

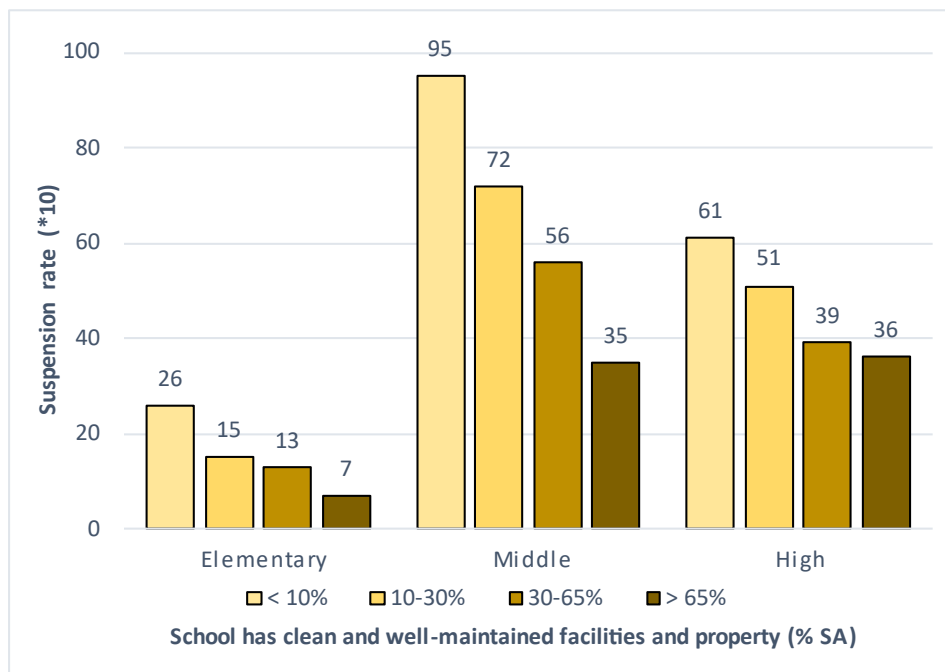
Source: Local administration of the CSSS (2021/22) and incident/academic performance data from the CDE.

Figure 42. Chronic absenteeism rate by staff-reported quality of school physical environment



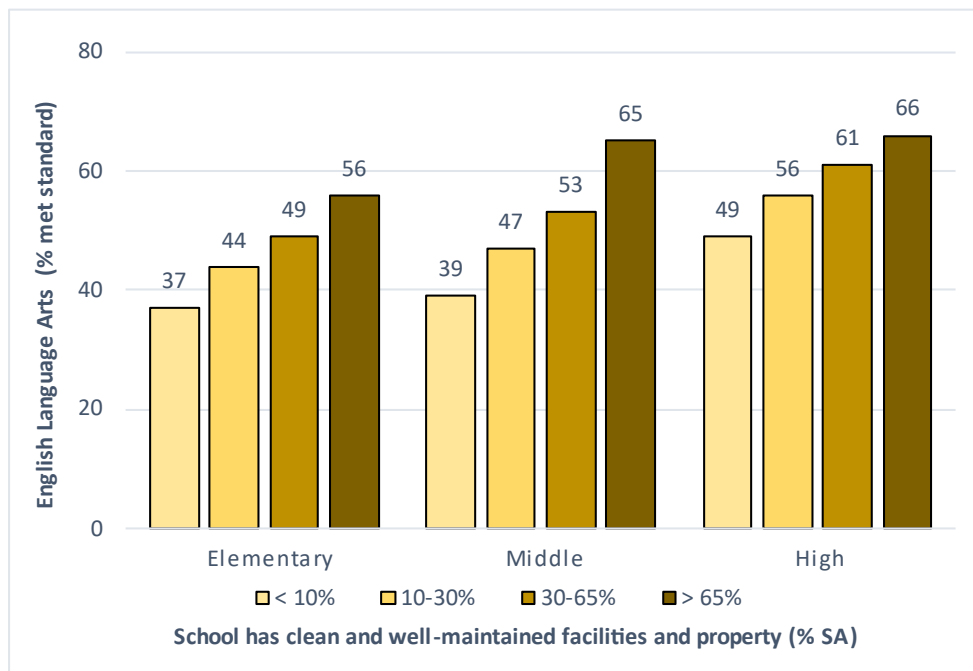
Source: Local administration of the CSSS (2021/22)

Figure 43. Student suspensions by staff-reported quality of school physical environment



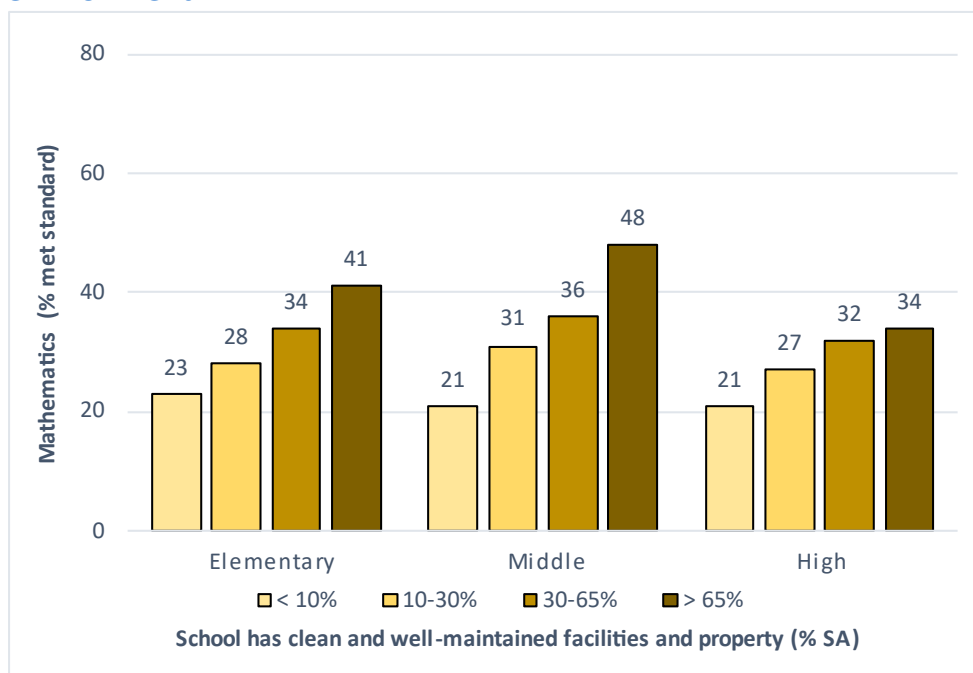
Source: Local administration of the CSSS (2021/22)

Figure 44. English Language Arts performance by staff-reported quality of school physical environment



Source: Local administration of the CSSSS (2021/22)

Figure 45. Mathematics performance by staff-reported quality of school physical environment



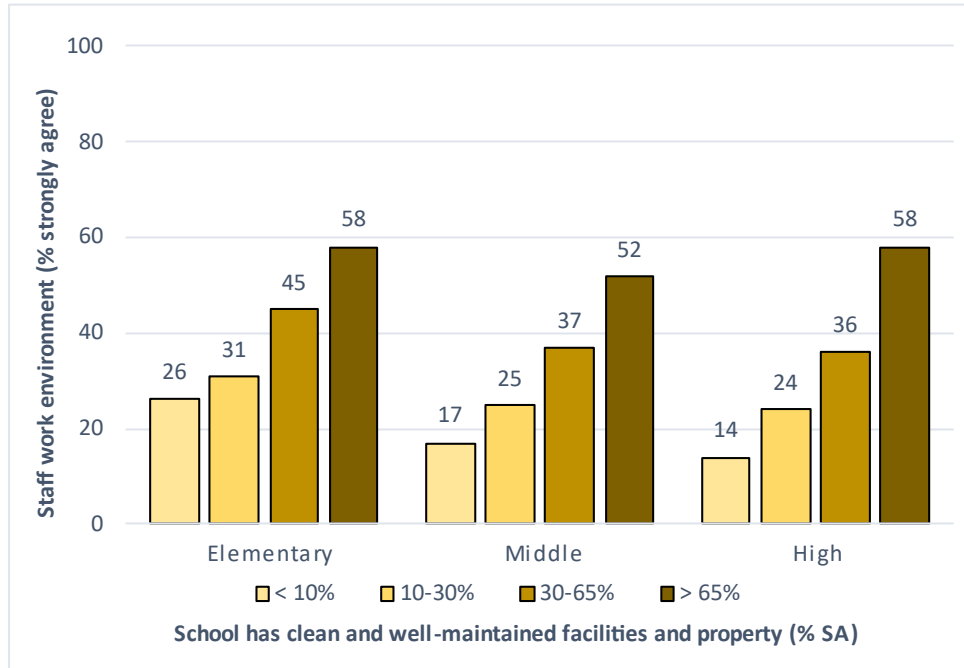
Source: Local administration of the CSSS (2021/22)

Table 14. Staff reported outcomes by quality of school physical environment (staff)

	This school has clean and well-maintained facilities and property											
	Elementary (% strong agreement)				Middle (% strong agreement)				High (% strong agreement)			
	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%
Staff work envir (% str agree)	26	31	45	58	17	25	37	52	14	24	36	58
Staff collegiality (% str agree)	31	36	50	63	24	28	39	54	18	26	36	58
Caring relations (% str agree)	43	47	60	72	28	34	45	61	24	31	42	67
Parent inclusive (% str agree)	26	30	44	56	15	22	33	44	14	22	32	48
Student ready (% str agree)	10	14	23	34	4	8	14	20	4	8	14	30
Student SEL sup (% str agree)	29	34	48	61	15	22	31	44	10	17	26	45
Disciplinary harsh (% agree)	14	15	16	16	16	15	17	16	12	14	16	15
Learning environm (% agree)	35	41	56	70	19	30	45	60	19	29	43	64
Instructional equity (% agree)	29	32	42	52	17	25	34	45	18	25	35	48
Peer relationships (% agree)	16	20	30	43	6	9	16	24	8	12	18	40

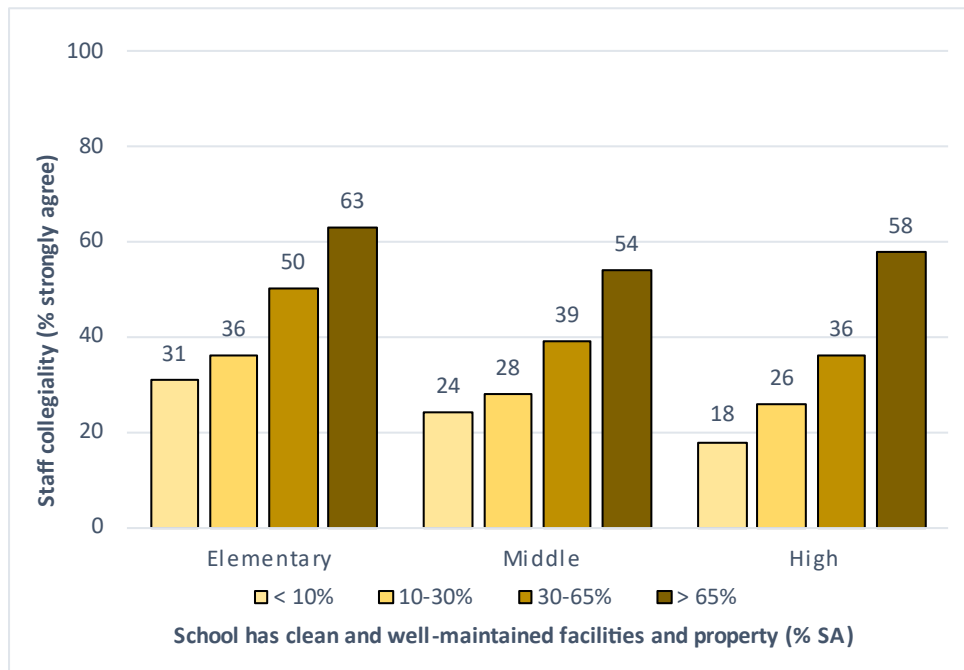
Source: Local administration of the CSSS (2021/22).

Figure 46. Staff working environment by staff-reported quality of school physical environment



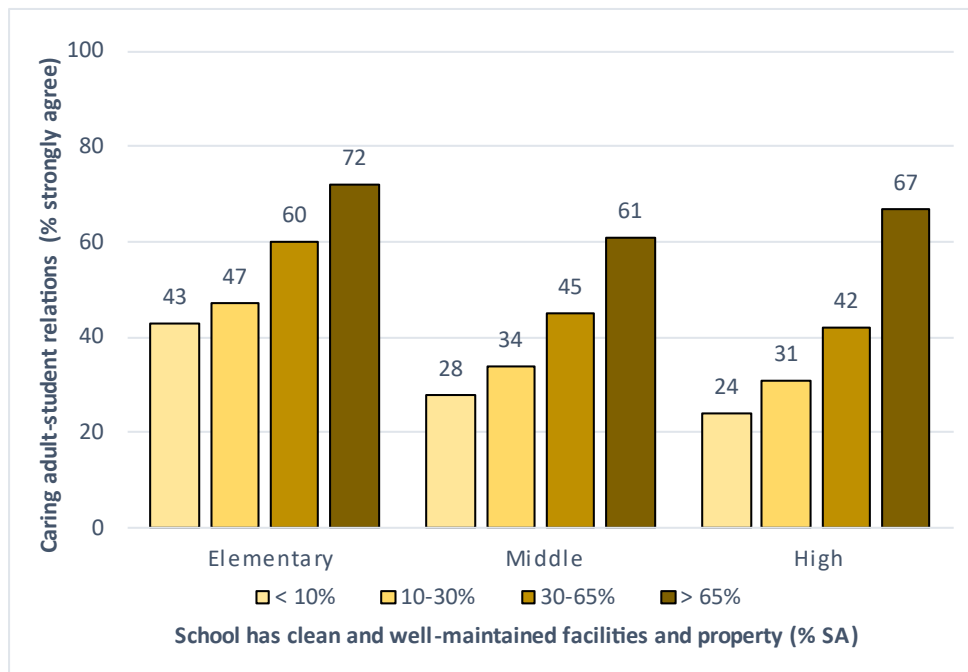
Source: Local administration of the CSSS (2021/22)

Figure 47. Staff-collegiality by staff-reported quality of school physical environment



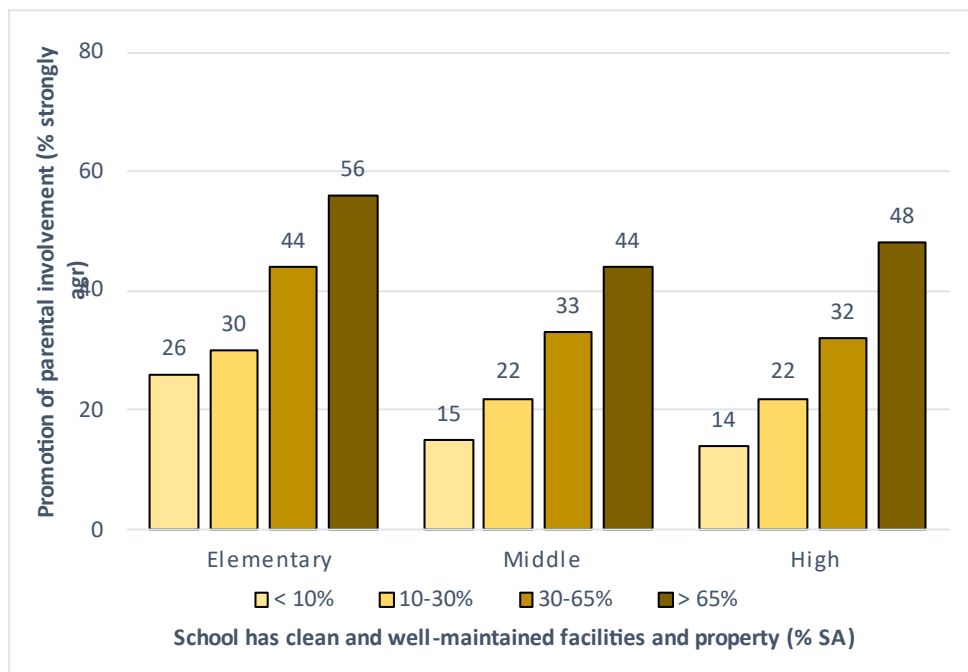
Source: Local administration of the CSSS (2021/22)

Figure 48. Staff-reported caring adult-student relationships by staff-reported quality of school physical environment



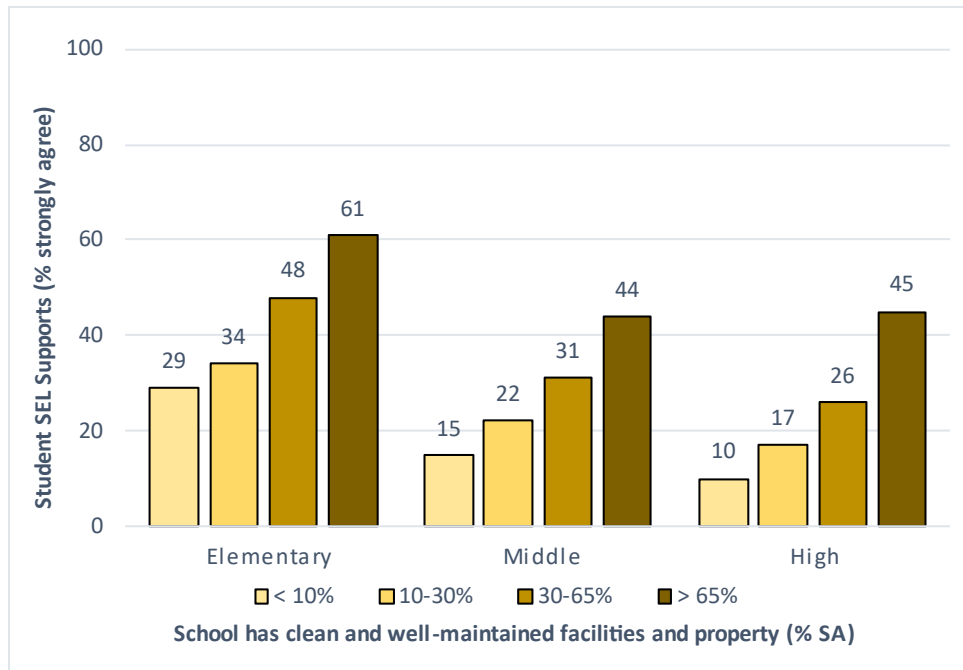
Source: Local administration of the CSSS (2021/22)

Figure 49. School promotion of parental involvement by staff-reported quality of school physical environment



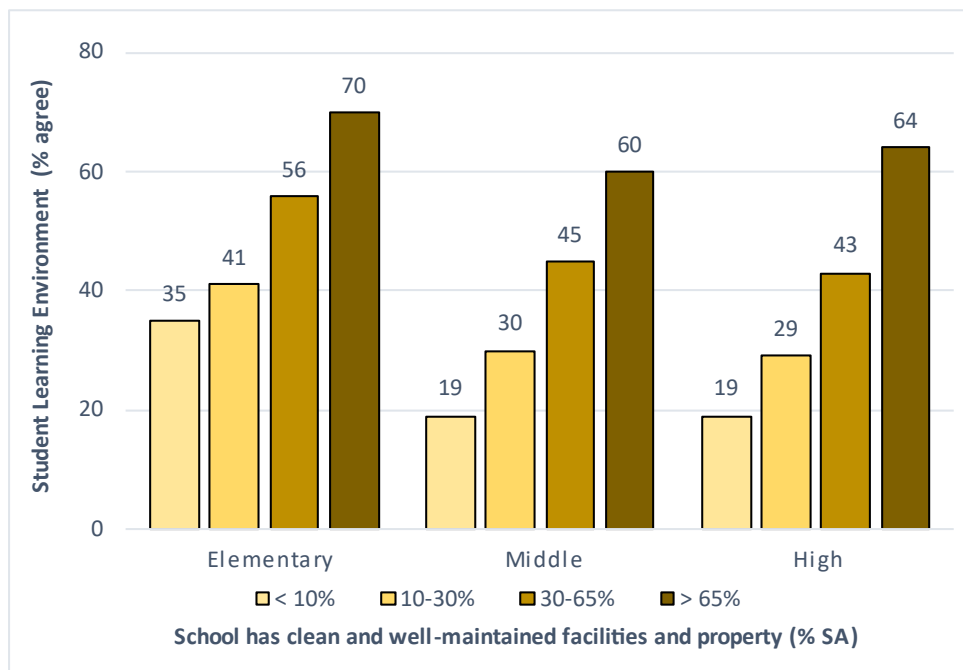
Source: Local administration of the CSSS (2021/22)

Figure 50. Student social emotional learning supports by staff-reported quality of school physical environment



Source: Local administration of the CSSS (2021/22)

Figure 51. Learning environment by staff-reported quality of school physical environment



Source: Local administration of the CSSS (2021/22)

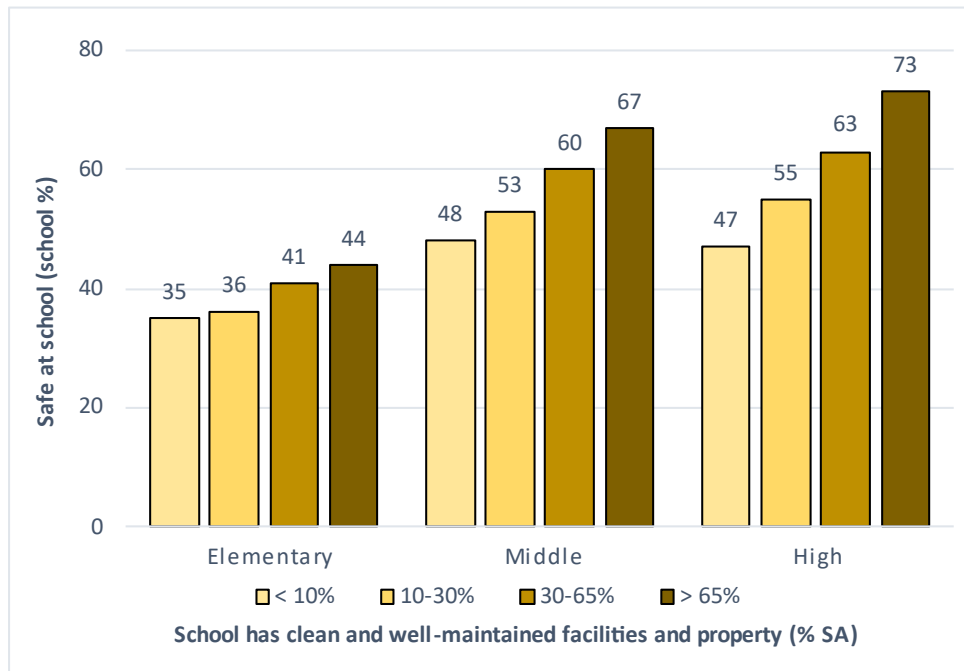
Table 15. Student-reported school safety, connectedness, supports, sadness, and breakfast consumption by quality of school physical environment (staff)

	This school has clean and well-maintained facilities and property											
	Elementary (% most of the time +)				Middle (% agreement)				High (% agreement)			
	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%
Safe at school ¹	35	36	41	44	48	53	60	67	47	55	63	73
Physical fight at school (% any)	37	32	31	27	14	13	12	12	5	5	5	4
Seen weapons school (% any)	9	10	9	8	13	13	11	9	11	10	7	7
Afraid of being beat up (% yes)	—	—	—	—	28	25	22	19	11	10	9	5
Violence victimization ¹	41	37	36	33	55	53	52	49	33	33	30	27
School connectedness ¹	70	72	75	76	52	55	60	65	46	51	55	64
Any absences (% yes)	54	51	48	48	55	52	51	49	59	58	55	48
Academic motivation ¹	83	82	84	86	61	63	65	68	58	59	60	60
Caring relationships ¹	68	69	72	73	52	55	57	61	54	56	57	62
Parent involvement ¹	77	76	77	78	45	49	54	59	34	37	43	53
Sadness ¹	21	20	19	17	33	33	32	29	41	41	38	42
Breakfast (% yes)	68	70	72	75	56	59	60	61	53	53	54	56

Source: Local administration of the CSSS and CHKS (2021/22).

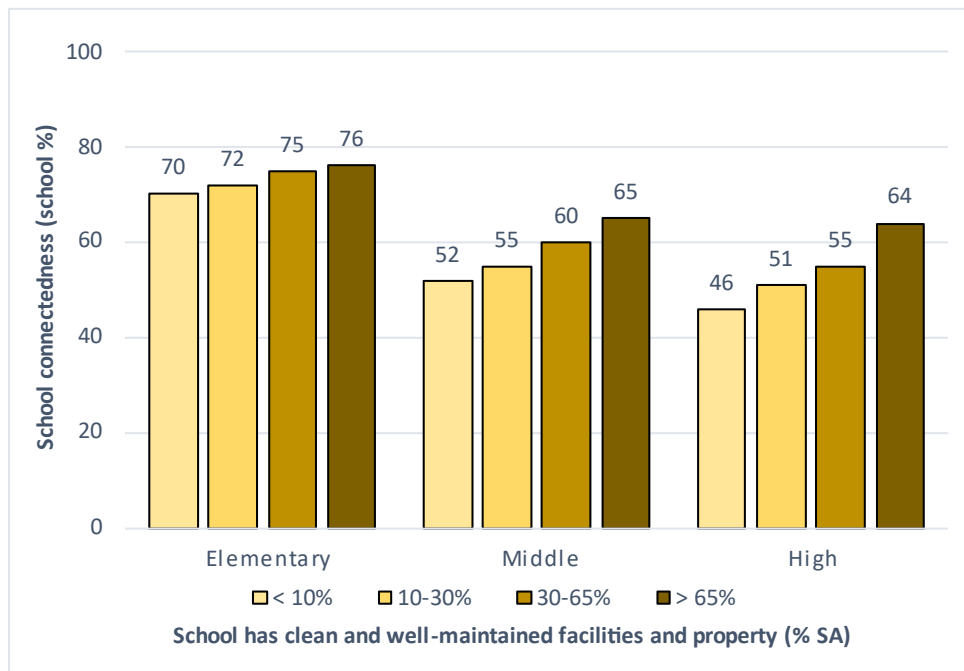
Notes : ¹ Elementary measures have a different metric than middle/secondary school measures and should not be compared

Figure 52. Student school safety by staff-reported quality of school physical environment



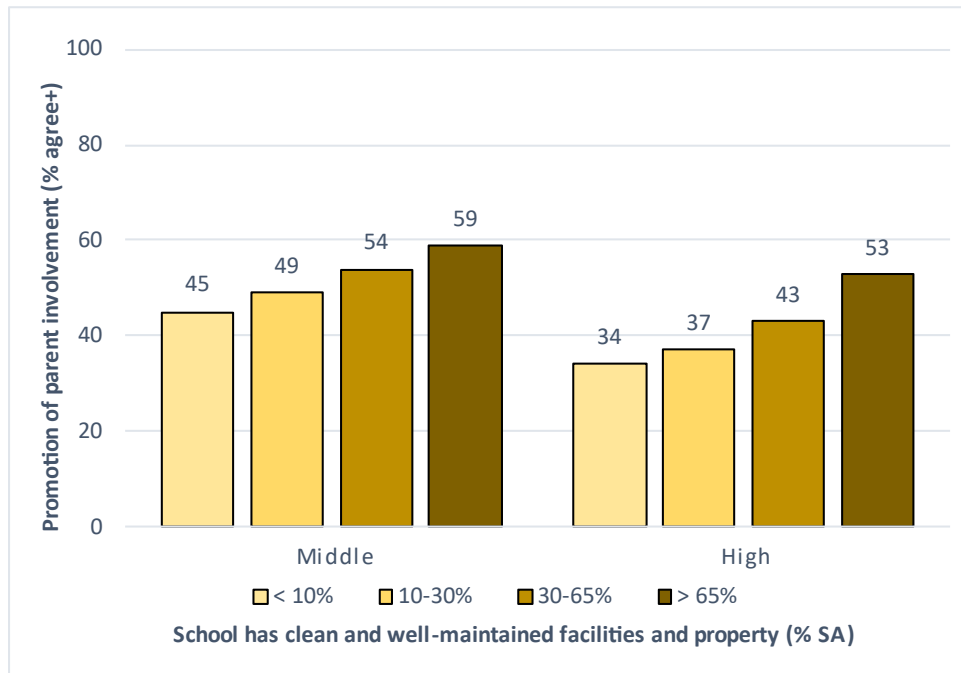
Source: Local administration of the CSSS and Elementary/Secondary CHKS (2021/22)

Figure 53. Student school connectedness by staff-reported quality of school physical environment



Source: Local administration of the CSSS and Elementary/Secondary CHKS (2021/22)

Figure 54. Student-reported promotion of parental involvement by staff-reported quality of school physical environment



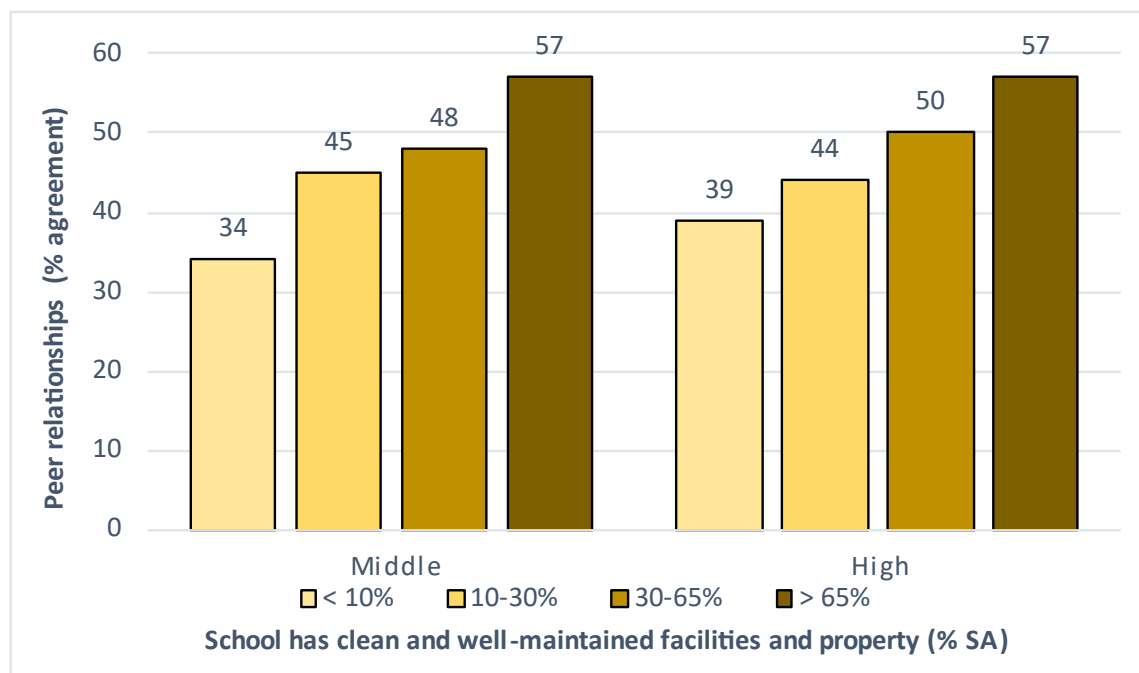
Source: Local administration of the CSSS and Elementary/Secondary CHKS (2021/22)

Table 16. Supports by quality of staff-reported school physical environment (staff)

	This school has clean and well-maintained facilities and property							
	Middle (% strong agreement)				High (% strong agreement)			
	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%
High expectations (% agree)	66	70	72	76	65	66	67	71
Peer relationships (% agree)	34	45	48	57	39	44	50	57
Learning engage (% agree)	19	26	28	35	16	22	33	36
Support for learning (% agree)	50	60	62	67	46	50	54	65
Harsh discipline (% agree)	30	32	32	27	21	21	21	16
SEL supports (% agree)	47	55	58	65	38	43	49	58

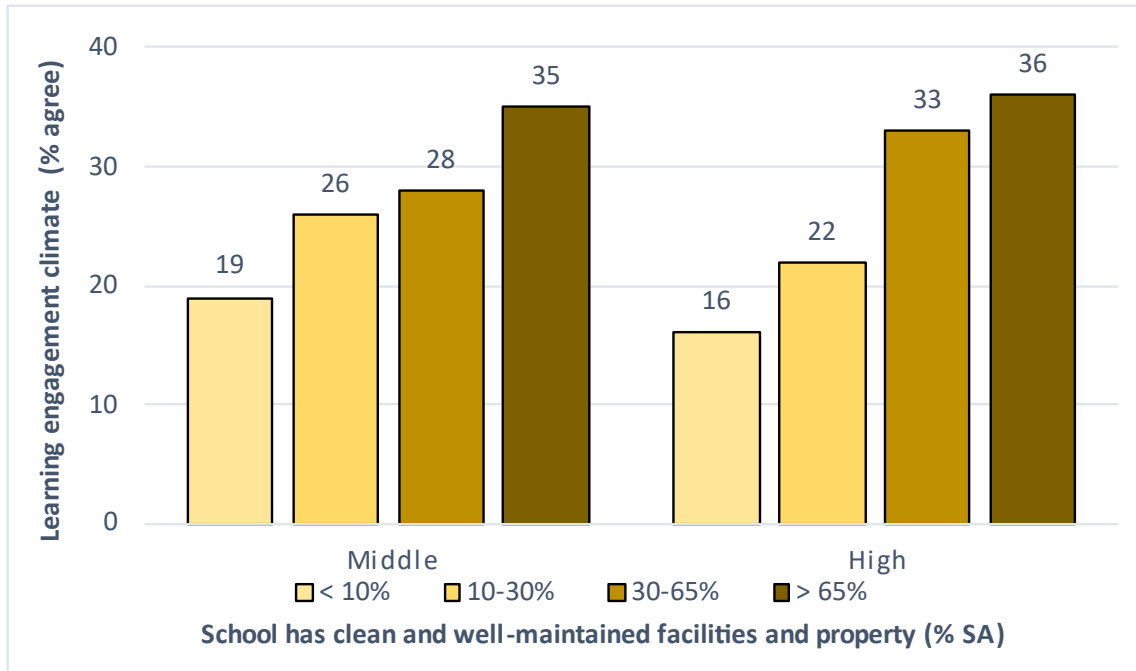
Source: Local administration of the CSSS and CHKS (2021/22).

Figure 55. Student peer relationships by staff-reported quality of school physical environment



Source: Local administration of the CSSS and Elementary/Secondary CHKS (2021/22)

Figure 56. Learning engagement climate by staff-reported quality of school physical environment



Source: Local administration of the CSSS and Elementary/Secondary CHKS (2021/22)

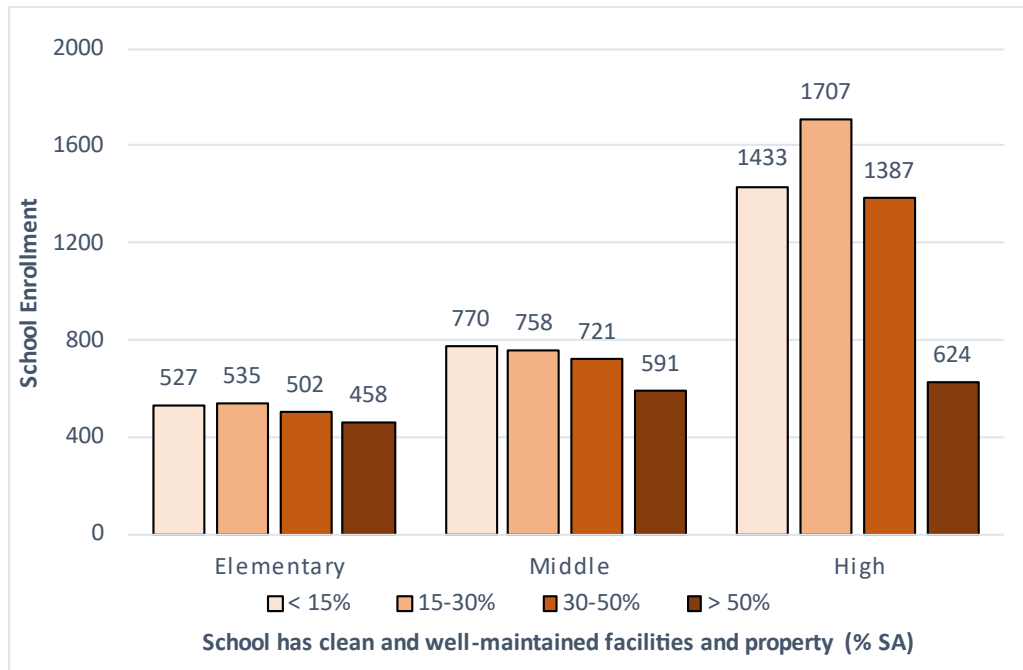
Parent Reports

Table 17. Demographic characteristics by quality of school physical environment (parent)

	This school has clean and well-maintained facilities and property											
	Elementary (% strong agreement)				Middle (% strong agreement)				High (% strong agreement)			
	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%
Enrollment	527	535	502	458	770	758	721	591	1433	1707	1387	624
Student/staff ratio	21	22	21	21	23	22	23	23	23	22	22	21
Free/reduced-price meals (%)	61	55	54	51	47	53	52	49	54	51	55	53
Race/ethnicity												
African American (%)	6	4	4	4	5	4	4	5	5	4	3	5
Asian (%)	6	10	11	11	9	8	10	11	5	9	8	6
Latinx (%)	59	53	53	50	42	53	52	47	56	50	53	47
White (%)	22	23	23	26	30	27	25	32	25	29	28	36

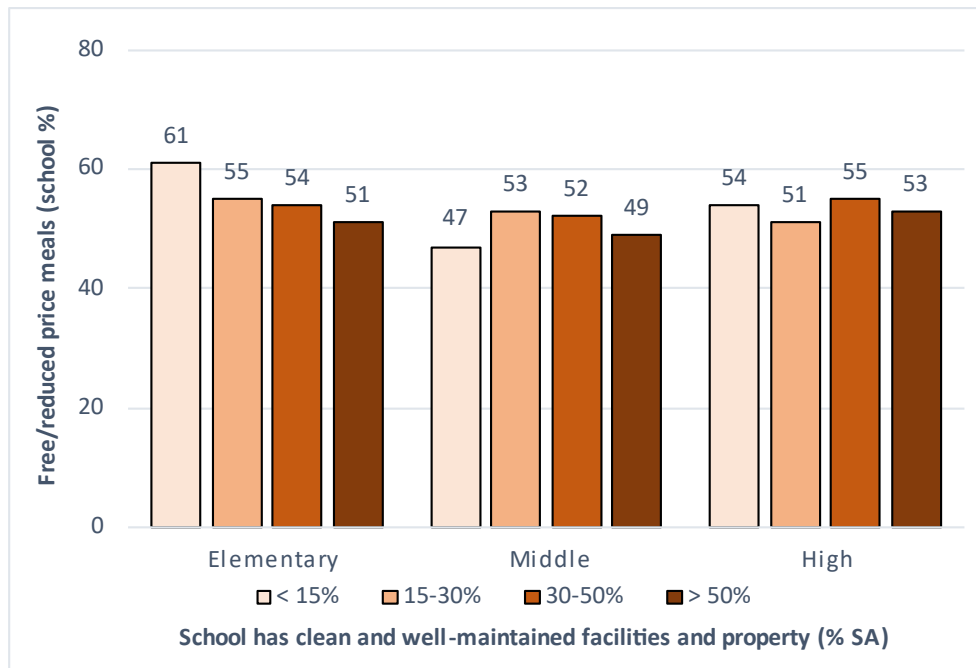
Source: Local administration of the CSPS (2021/22) and demographic data from the CDE.

Figure 57. School enrollment by parent-reported quality of school physical environment



Source: Local administration of the CSPS (2021/22)

Figure 58. Poverty by parent-reported quality of school physical environment



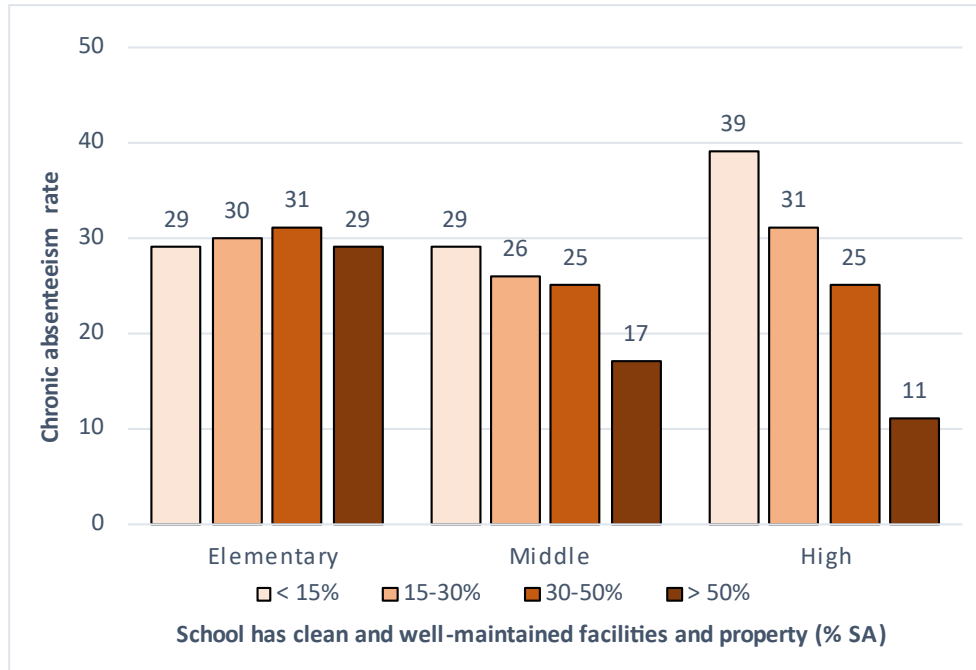
Source: Local administration of the CSPS (2021/22)

Table 18. School discipline, dropout/graduation, test scores, and fitnessgram results by quality of school physical environment (parent)

	This school has clean and well-maintained facilities and property											
	Elementary (% strong agreement)				Middle (% strong agreement)				High (% strong agreement)			
	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%
Chronic absentee rate	29	30	31	29	29	26	25	17	39	31	25	11
Suspension rate (*10)	30	18	13	9	78	65	55	37	55	43	38	22
Expulsion rate (*100)	2	1	1	1	4	13	8	0	13	17	14	6
Graduation rate	—	—	—	—	—	—	—	—	94	94	94	90
UC-Eligible graduation rate	—	—	—	—	—	—	—	—	52	53	54	49
Dropout rate (*10)	—	—	—	—	—	—	—	—	4	4	4	6
ELA (% met standards)	40	45	48	52	47	50	52	54	57	57	59	61
Math (% met standards)	27	31	33	37	32	33	36	38	26	30	28	33
Fitnessgram (% 5 or 6 HFZs)	40	43	44	43	56	52	53	41	57	56	55	41

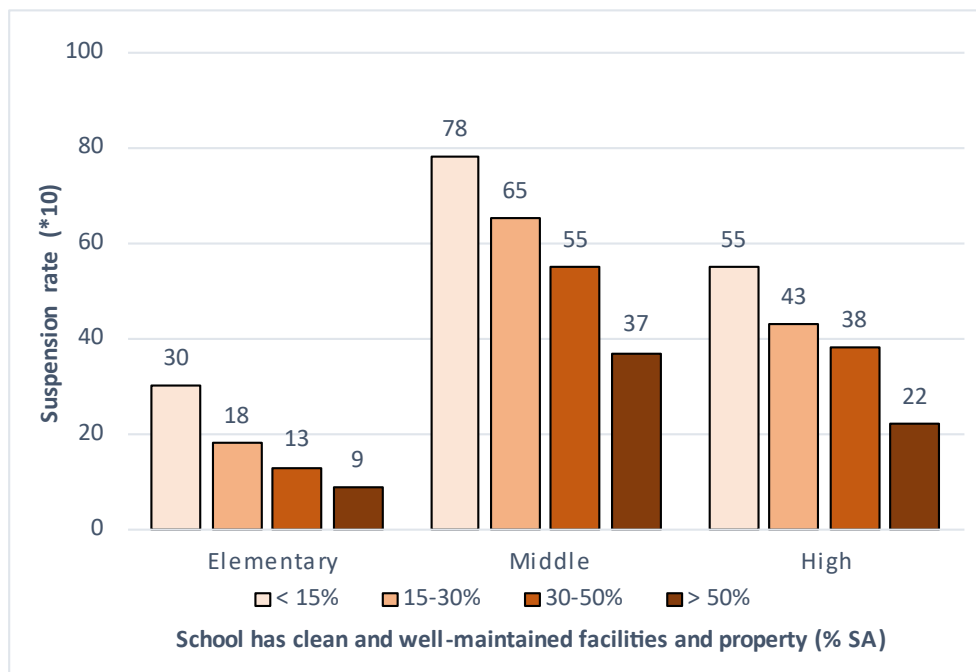
Source: Local administration of the CSPS (2021/22) and incident/academic performance data from the CDE.

Figure 59. Chronic absenteeism rate by parent-reported quality of school physical environment



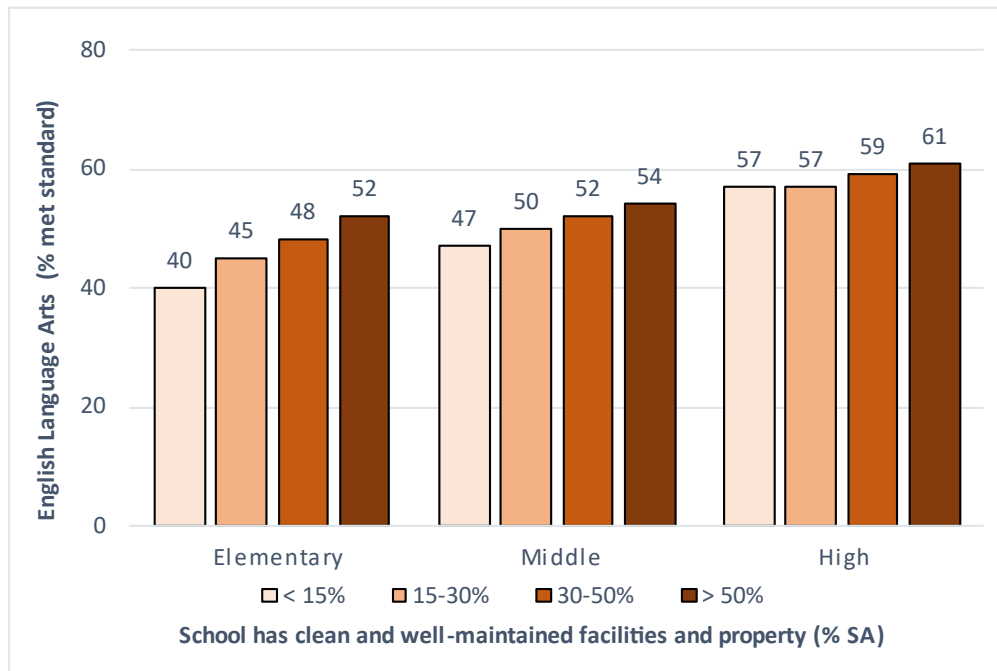
Source: Local administration of the CSPA (2021/22)

Figure 60. Student suspensions by parent-reported quality of school physical environment



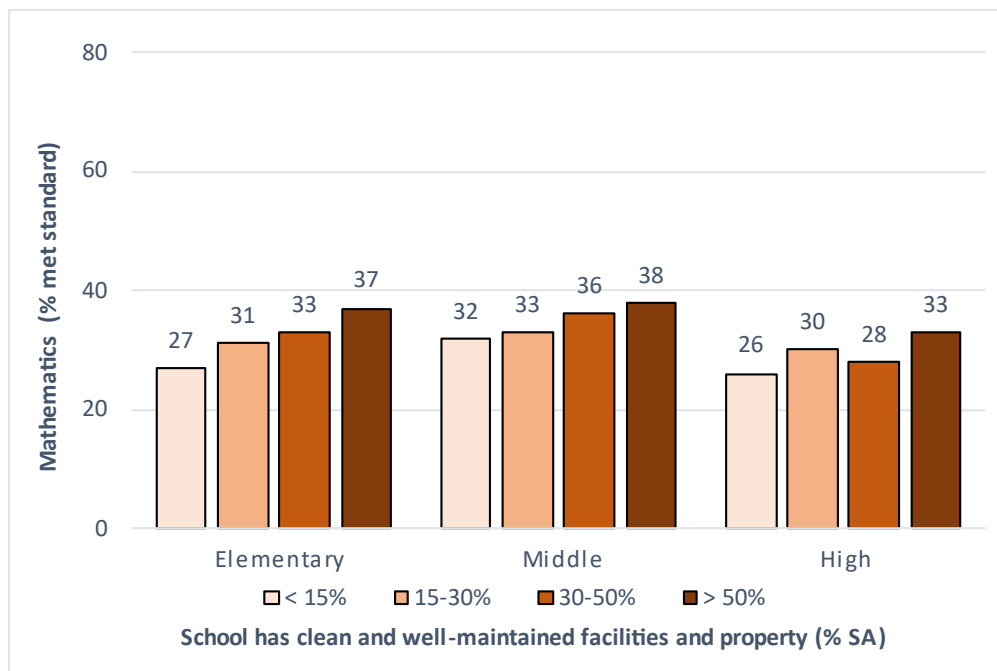
Source: Local administration of the CSPA (2021/22)

Figure 61. English Language Arts performance by parent-reported quality of school physical environment



Source: Local administration of the CSPSS (2021/22)

Figure 62. Mathematics performance by parent-reported quality of school physical environment



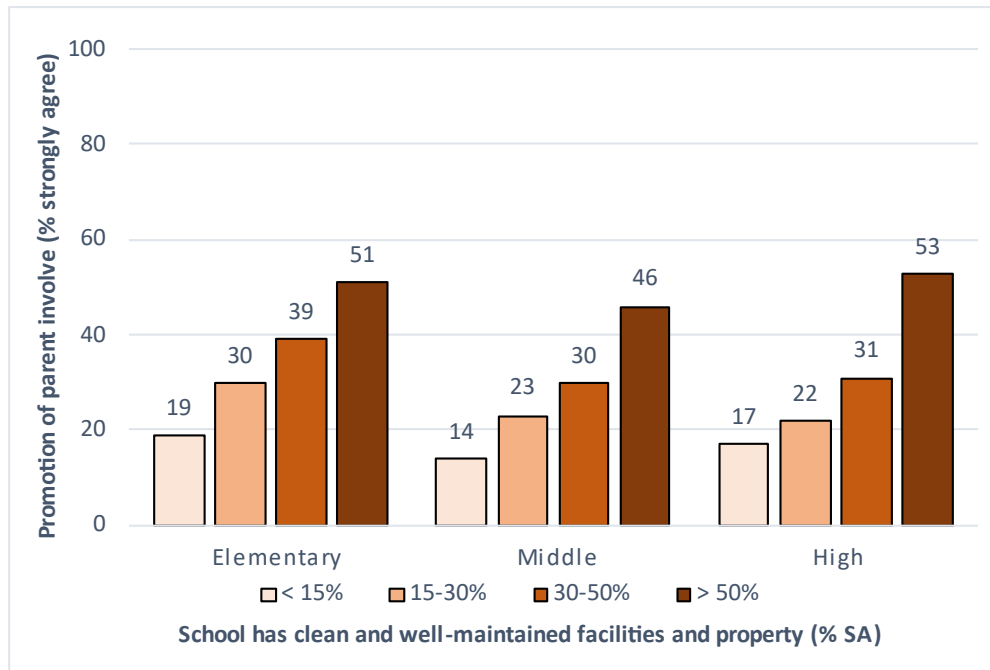
Source: Local administration of the CSPSS (2021/22)

Table 19. Parent reported outcomes by quality of school physical environment (parent)

	This school has clean and well-maintained facilities and property											
	Elementary (% strong agreement)				Middle (% strong agreement)				High (% strong agreement)			
	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%
Involvement promoted (% strong agreement)	19	30	39	51	14	23	30	46	17	22	31	53
School communication (% strong agreement)	36	41	48	56	23	32	36	46	28	31	38	54
Parent involvement (% strong agreement)	34	35	35	37	26	25	25	31	28	28	28	25
School substance use problem (% strong agreement)	14	10	10	7	39	33	30	20	56	51	43	21
School disorder (% strong agreement)	34	25	22	17	50	41	38	23	47	39	35	17

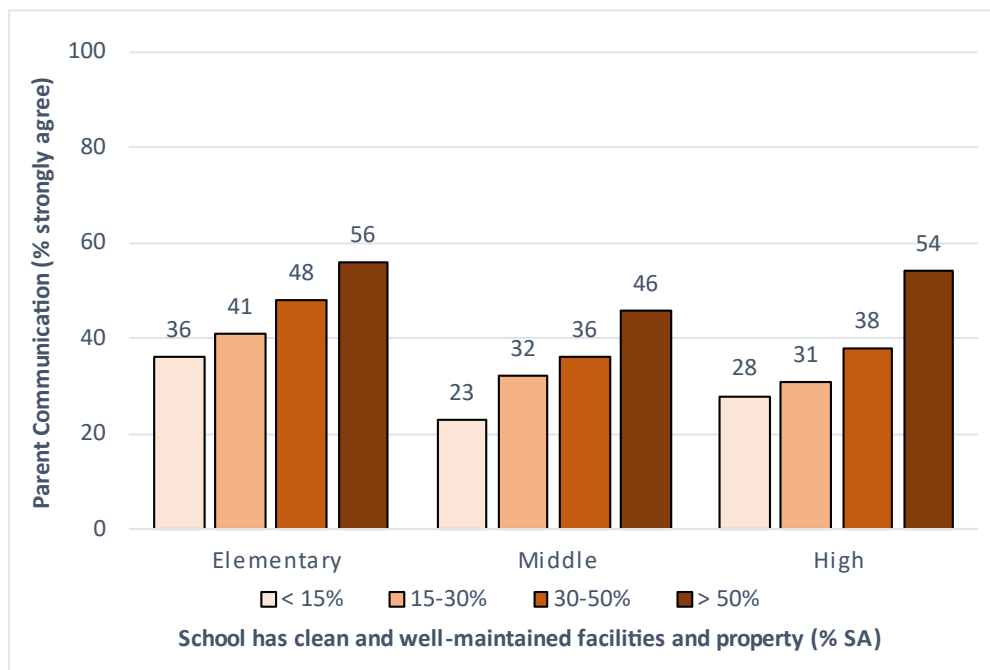
Source: Local administration of the CSPPS (2021/22).

Figure 63. School promotion of parent involvement by parent-reported quality of school physical environment



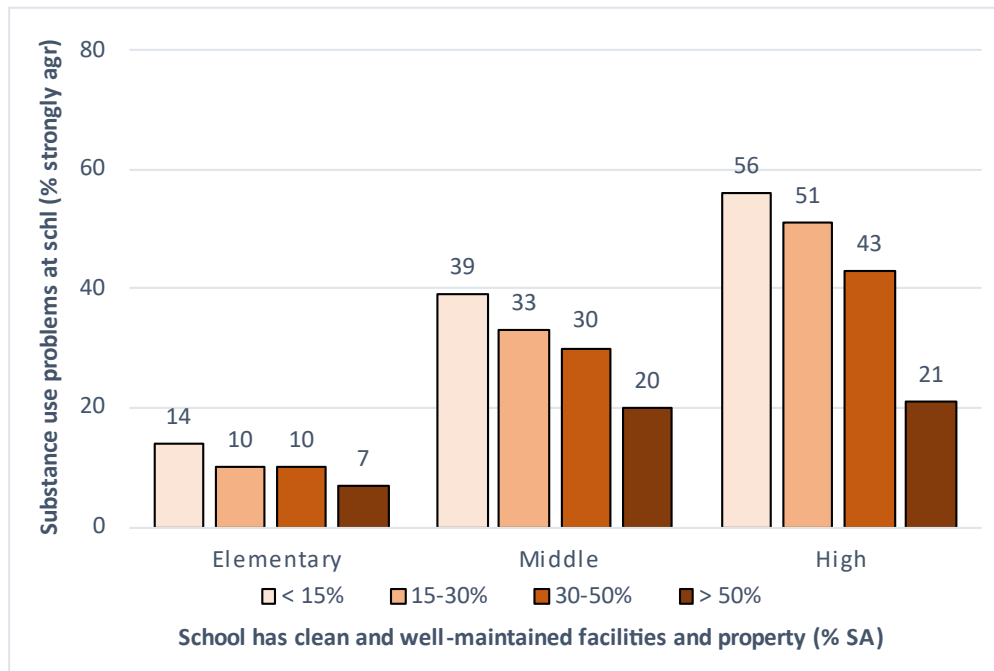
Source: Local administration of the CSPS (2021/22)

Figure 64. School-parent communication by parent-reported quality of school physical environment



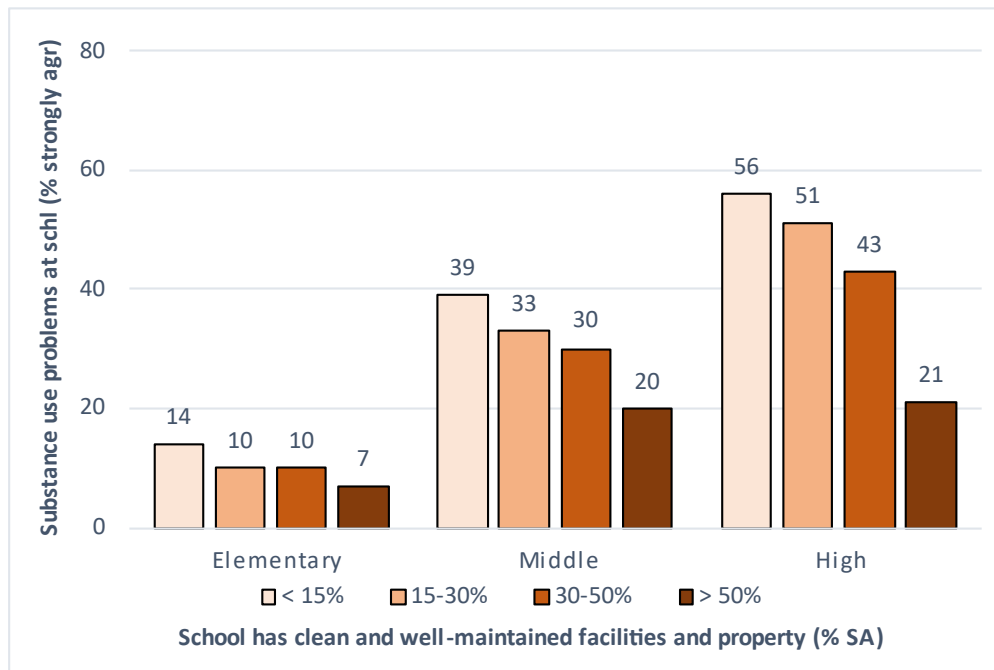
Source: Local administration of the CSPS (2021/22)

Figure 65. Substance use problems at school by parent-reported quality of school physical environment



Source: Local administration of the CSPS (2021/22)

Figure 66. School disorder by parent-reported quality of school physical environment



Source: Local administration of the CSPS (2021/22)

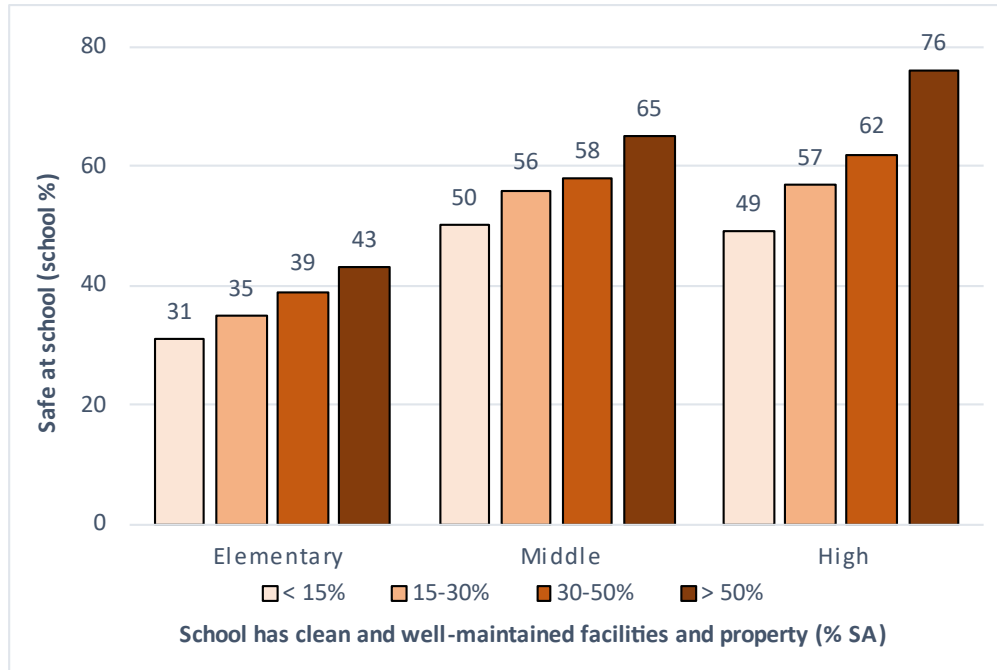
Table 20. Student-reported school safety, connectedness, supports, sadness, and breakfast consumption by parent-reported quality of school physical environment (parent)

	This school has clean and well-maintained facilities and property											
	Elementary (% most of the time +)				Middle (% agreement)				High (% agreement)			
	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%	< 10%	10-30%	30-65%	> 65%
Safe at school ¹	31	35	39	43	50	56	58	65	49	57	62	76
Physical fight at school (% any)	34	33	31	29	12	12	12	10	5	5	4	4
Seen weapons school (% any)	13	11	9	8	15	13	12	8	11	9	8	5
Violence victimization ¹	41	38	36	35	57	54	52	52	34	33	30	23
School connectedness ¹	68	72	74	76	52	57	59	62	48	52	56	64
Any absences (% yes)	48	50	48	47	51	53	51	46	61	56	57	50
Academic motivation ¹	82	83	83	85	60	63	65	66	59	59	59	62
Caring relationships ¹	65	67	70	73	54	57	56	58	55	57	58	69
Parent involvement ¹	75	77	76	77	44	51	52	58	32	39	45	57
Sadness ¹	26	19	19	18	33	33	31	32	41	40	39	45
Breakfast (% yes)	71	73	72	74	62	60	60	57	54	55	54	52

Source: Local administration of the CSPS and CHKS (2021/22).

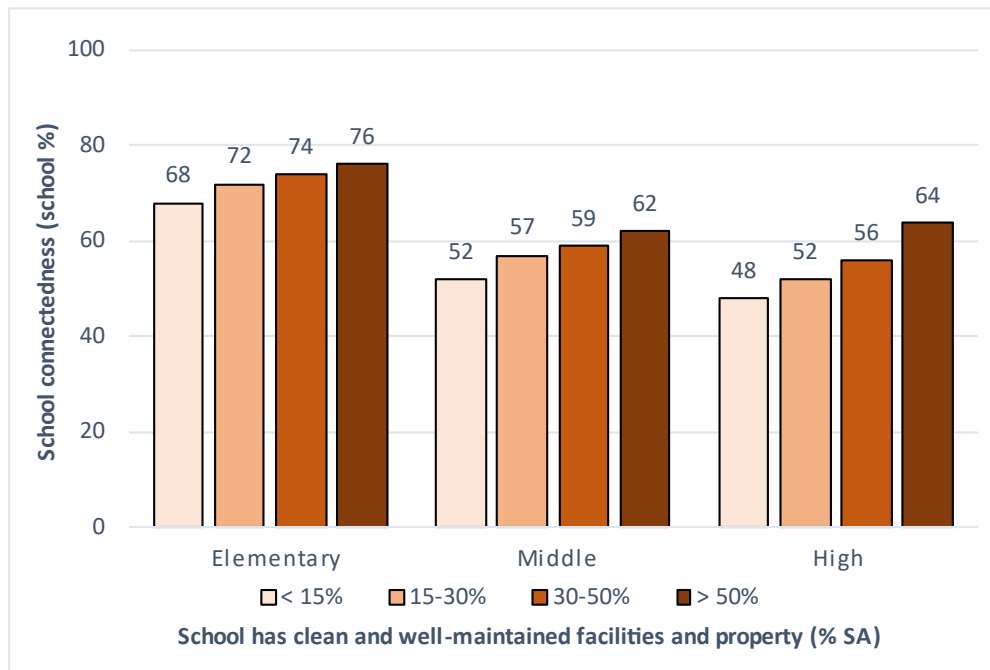
Notes : ¹ Elementary measures have a different metric than middle/secondary school measures and should not be compared

Figure 67. Student school safety by parent-reported quality of school physical environment



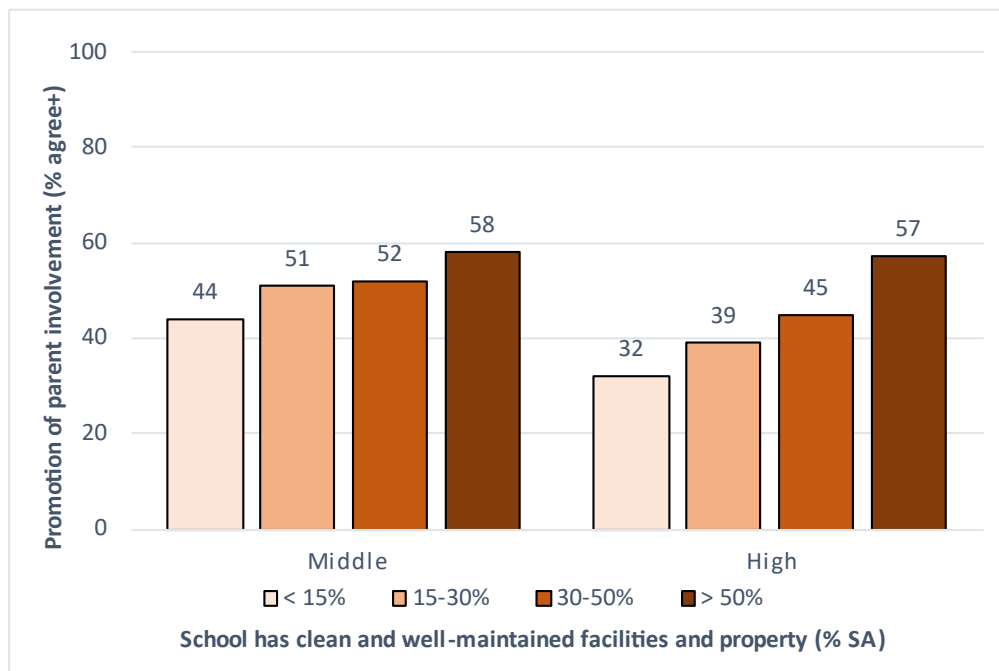
Source: Local administration of the CSPS and Elementary/Secondary CHKS (2021/22)

Figure 68. Student school connectedness by parent-reported quality of school physical environment



Source: Local administration of the CSPS and Elementary/Secondary CHKS (2021/22)

Figure 69. Student-reported promotion of parental involvement by parent-reported quality of school physical environment



Source: Local administration of the CSPA and Elementary/Secondary CHKS (2021/22)

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